



**THE EFFECTIVENESS OF JIGSAW METHOD
TO IMPROVE THE STUDENTS' SHOW
PRESENTING SKILL**

(An Action Research at the Eleventh Year of SMA N 12 Semarang
in the Academic Year of 2010/2011)

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in English

by
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THE STUDENTS' SHOW PRESENTING SKILL**

**(An Action Research at the Eleventh of SMA N 12 SEMARANG in the
Academic Year 2010/2011)**

Yang saya tulis sebagai salah satu syarat untuk memperoleh gelar sarjana adalah sepenuhnya karya saya sendiri yang saya susun setelah mengalami proses penelitian, pembimbingan, diskusi dan pemaparan atau ujian. Semua kutipan yang terdapat di dalam karya ilmiah ini, baik yang langsung maupun yang tidak, ditulis dengan disertai sumber kepustakaan sesuai dengan aturan yang dipakai dalam penulisan karya ilmiah. Untuk itu, walaupun tim penguji dan dosen pembimbing telah membubuhkan tanda tangan sebagai tanda keabsahan, seluruh isi dalam karya ilmiah ini menjadi tanggung jawab saya dan apabila nantinya terdapat kesalahan saya siap bertanggung jawab.

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Yang membuat pernyataan,

Pindha Kaptiningrum
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**THE PERSON WHO RISKS NOTHING, DOES
NOTHING, HAS NOTHING AND IN NOTHING**

To my beloved mother, father, sister and brother

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ABSTRACT

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Key Words: Jigsaw Method, Show Presenting Skill.

English subject is a compulsory subject in junior high school and senior high school. Based on my interview with an English teacher of language program in SMA N 12 Semarang, students' speaking skill is generally poor, especially in mastering the show presenting skill. The students have not mastered the aspects of speaking assessment those are pronunciation, vocabulary, grammar, performance and content aspect, yet. Consequently, they have not been able to perform as show presenters well. From this reason, I would like to help the students to solve the difficulties in show presenting skill by using jigsaw method. Jigsaw method has been ever used successfully by some researchers. Jigsaw method divided the class up into two different kinds of groups, expert groups and learning groups. There were five groups of each jigsaw groups. Expert Groups were initial groups that students read and studied the same material then they became the expert on that material. Next, students determined how the material would be shared to their friends. The students worked in a group were five. After the expert groups completed their study, they met with learning groups composed of a member of each expert group. Each expert teaches his or her topic to the member of learning groups. Then, they came back to their expert groups to explain the material found in the learning groups.

The objective of the study is to find out the effectiveness of jigsaw method to improve the students' show presenting skill. The methods for collecting data were recording the students' performance, interviews, observation, test, scoring technique and questionnaire. In this action research, two cycles were carried out. Each cycle contained planning, acting, observing and reflecting. From the data of the first cycle, the result of the speaking test 1 as the reflection was unsatisfactory. Then, I planned to have the second cycle. This cycle consisted of planning, acting, observing and reflecting.

The teaching and learning process of the second cycle was good. It was proven by the significant mean difference of the pre-test, the speaking test 1, and the post test. The mean of the pre-test was 45. 65 for the speaking test 1 and the post test was 70. It can be said that teaching and learning process by using jigsaw method to improve the students' show presenting skill was effective.

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CHAPTER I

INTRODUCTION

This chapter consists of six sections: the background of the study, the reasons for choosing the topic, the statement of the problems, the objective of the study, and the significance of the study. In addition, the outline of the study is delivered at the end.

1.1 The Background of the Study

Language is a means to communicate ideas from one person to another. Ramelan (1992: 3) stated that, “as the first foreign language in Indonesia, English has been given a special attention in education.” English is a compulsory subject, an international means of communication and the first foreign language in Indonesia, it is reasonable that our government places English in Elementary School as a local content or optional subject, in junior high school and senior high school.

As noted in *school based curriculum* (2006: 307-308) of our country, “teaching English at senior high school covers four skills of listening, speaking, reading and writing with the purposes of developing students’ competence within informational literacy level.” Bailey and Savage (quoted by Celce-Murcia, 2001: 103) stated that, “speaking in a second or foreign language has often been viewed as the most demanding of the four skills.” “Speaking is used to show that what

you are saying is true in general, to convey the ideas, and to have a conversation with somebody about something” (Hornby, 2005: 146).

Bailey (2005: 2) stated that, “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. Based on my observation in SMA N 12 Semarang, students of language program have difficulties in the speaking class. It is my pleasure for me to help them in mastering the speaking skill.

As stated in *School based curriculum* (2006: 326), “show presenting skill is one of speaking comprehension especially in public speaking comprehension which given in senior high school which is taught in language program.” Show presenter is a person has ability to introduce an informal event or television or radio program that appears in radio or television which is entertaining rather than serious. For senior high school, show presenting skill is the simply of public speaking comprehension that students try to be a show presenter in speaking class to pass the competence. The purpose of teaching show presenter is teaching the students how to be a presenter, how to delivery and how important of the body language, system, language, manner, visual aids in perform. Harmer (1998: 60) argued that, “presentation in language learning process is the chance to expose to language whose meaning and constructing the students’ understand, it makes sense for them to practice it under controlled condition.”

Slavin and Calderon (2008: 18) as quoted by McGroraty and Calderon stated that “cooperative learning represents a broad range of instructional methods in which students work together to learn academic content. Cooperative learning

is a way learners act in pairs or a small group during the teaching and learning process.”

Brumfit (quoted in Brown, 1987: 97) stated that, “small groups provide greater intensity of involvement, so that the quality of language practice is increased, and the opportunities for feedback and monitoring also, given adequate guidance and preparation by the teacher. The setting is more natural than that of the full class, for the size of the group resembles that of normal conversation groupings. Because of this, the stress which accompanies ‘public’ performance in the classroom should be reduced. Experience also suggest that placing students in small groups assist individualization, for each group, being limited by its own capacities, determine its own appropriate level of working more precisely than a class working in lock step with its larger numbers.”

Nur (2005: 5) stated that, “cooperative learning approach has some techniques, they are: (1) Students Teams-Achievement Divisions (STAD); (2) Jigsaw; (3) Team Games-Tournaments (TGT); (4) Team Accelerated Instruction (TAI); and (5) Cooperative Integrated Reading and Composition (CIRC).”

Jigsaw is one of cooperative learning methods. It is invented by Elliot Aronson and his graduate in 1971. Aronson (Website copyright 2000, Social Psychology Network by Elliot Aronson) stated that, “jigsaw is one of the cooperative learning techniques used in America.” By using jigsaw method, students not only try to cooperate with their friend but also show their performance confidently and have responsibility in their group. According to Kagan (1989: 253), “jigsaw is each member of the groups assumes responsibility for a given portion of the lesson. The students in each group are responsible not only for learning the content taught in class, but also for helping their group mates learn.”

From the description above, I choose the jigsaw method to improve the students' show presenting skill at the eleventh year of SMA N 12 Semarang in the academic year of 2010/2011.

1.2 The Reasons for Choosing the Topic

The reasons I choose the topic are

- a) Show presenting skill is one of speaking comprehension. Most of students have difficulties to perform as a show presenter.
- b) I would like to find out whether the jigsaw method is an effective method or not for solving students' difficulties in show presenting skill.

1.3 The Statement of the Problems

“How effective does the jigsaw method to improve the students' show presenting skill at the eleventh year of SMA N 12 Semarang in the academic year of 2010/2011?”

1.4 The Objective of the Study

The objective is to find out the effectiveness of the jigsaw method to improve the students' show presenting skill at the eleventh year of SMA N 12 Semarang in the academic year of 2010/2011.

1.5 The Significance of the Study

The significances of the study can be stated as follows

- a) For the readers

For the readers you can use the jigsaw method to help you to solve the teaching and learning process.

- b) For researcher

I will continue the using of the jigsaw method to help me in the teaching and learning process.

1.6 The Outline of the Study

The study consists of five chapters. Chapter 1, the background of study, the reasons for choosing the topic, the statement of the problems, the objectives of the study, the significance of the study and the outline of the study.

Chapter II deals with review of the previous studies and review of theoretical studies.

Chapter III deals with method of investigation. It covers the population and sample, research design, method collecting data, instrument of the study, scoring technique and research activity.

Chapter IV talks about the result of the study which presents data analysis of test, analysis of action, interviews, observation, questionnaire and discussion.

Chapter V presents conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two subchapters. The first subchapter presents the previous studies related to this topic. The second subchapter talks about review of the theoretical studies

2.1 Review of the Previous Studies

The jigsaw method has ever used by the researcher before. Farida (2010) has proved that jigsaw method successful helped students in speaking. She found that in the pre-test the average of the students' achievement was 48.33. In the post-test the students got 71.36 and it was higher than the pre-test. There was a significant increasing 23.03 that was higher than the average of the students' pre-test score in SMP N 4 Pemalang.

The second researcher is Purnaningsih (2008). She used quantitative method to analyze the data. The result of t-test was 2.068. The analysis revealed that the t-test value was higher than t-table = 1.684 for $\alpha = 5\%$ with $df = N_x + N_y - 2 = 40$. It shown that she was success used jigsaw technique at teaching and learning process in SDN Ngadirgo 03 Mijen, Semarang.

From the previous research findings, I used the jigsaw method to improve the students' show presenting skill at the eleventh year of SMA N 12 Semarang in the academic year of 2010/2011.

2.2 Review of Theoretical Studies

This subchapter consists of six sections. The first section talks about general concept of cooperative learning and the second is jigsaw. The third is speaking, the fourth is show presenting skill, next is action research and the last is criterion of assessment.

2.2.1 General Concept of Cooperative Learning Models

“Cooperative learning models have been used at all educational levels. The concept of group learning is not new in education. Cooperative learning models are instructional sequences – a series of processes that structure pupil interactions in order to accomplish a specific, usually teacher assigned goal.” (Gunter et al, 2007: 262-263).

Oxford (1997: 257) noted that, “cooperative is involving acting or working together with another or others for common purpose.” According to Brown (2001: 47), “a cooperative learning is the students and the teacher work together to pursue goals and objective.” Richards (2001: 192) in accordance with those statements argued that, “cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of students in the classroom.”

Based on those statements above, cooperative learning models are instructional sequences involving acting or working together with another or others for common purpose and involving pairs and small groups of students in the classroom.”

2.2.1.1 Cooperative Learning Groups

Cooperative learning groups have five elements (Gunter, et al 2007: 264-265), those are:

- a) Positive interdependence means that everyone in the group must participate for the group to be successful. Positive interdependence puts two burdens on pupil –they must reach the objectives of the lessons, and they must make certain that all members of their group reach these objectives of the lesson. This interdependence is a function of the materials, tasks, role that are assigned to students. Role and task responsibilities ensure that everyone in the group must participate, or the group will not be successful. Positive interdependence must be planned.
- b) Individual accountability, groups strengthen an individual as well as the group. In cooperative lesson, students should be held accountable for their own learning –with a test, paper, project, or parts thereof produced by individual members rather than as a group.
- c) Face-to-face interaction, pupils should also have promotive interactions – interactions that facilitate success. Students should be able to explain to each other how to solve problems, share information, and connect new information to previous knowledge.
- d) Social skills, the skill learn how to work well with others, how to solve the problem together, how to resolve conflicts, and how to develop leadership.
- e) Group processing, group members should be able to teach each other and make corrections and connections.

Based on the explanations above, I can conclude that the elements of cooperative learning are necessary in the teaching and learning process. Positive interdependence, individual accountability, face-to-face interaction, social skills and group processing relate each other.

2.2.2 The Jigsaw Method

Gunter et al, (2007: 271) stated that, “jigsaw lesson divides the class up into two different kinds of groups, expert groups and learning groups. The expert groups all read and study the same material-they become expert on the topic and prepare an outline and/or graphic that summarizes the critical information of their unit. As a group, they determine how this information will be shared with their peers. After the expert groups have completed their study, they meet with their learning group composed of a member of each expert group. Each expert teaches his or her topic to the members of the learning group.”

Based on the explanation above, I can conclude that the jigsaw method has two groups, expert group and learning groups, where students should complete and compose on those groups.

2.2.2.1 A General Introductory of Jigsaw

“The jigsaw method by Elliot Aronson and colleagues was developed in the early 1970s as a way to help students and teachers successfully navigate newly desegregated schools in Texas. Instead of providing each student with all of the necessary materials to study independently, Aronson assigned students to teams

and gave each team member one piece information. To reach all of the lesson's objectives, students were forced to fit their individual pieces together as if they were working on a jigsaw puzzle. The puzzle could not be completed unless each team member shared his or her piece. Three decades of research support this specific cooperative learning method. The method presented in this chapter based on the original jigsaw as developed by Aronson and his team, with some of the adaptations of later researchers" (Gunter, et al. 2007: 271).

2.2.2.2 Steps in Jigsaw Classroom

Steps in Jigsaw Classroom according to Gunter et al, (2007: 271-274) are:

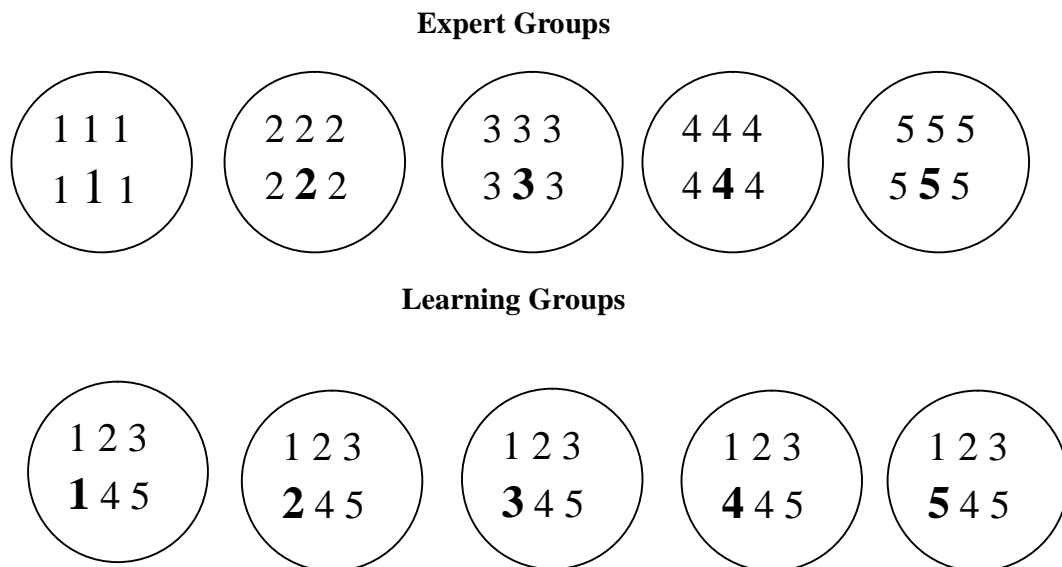
2.2.2.2.1 Introduce the Jigsaw

In the first few encounters with the Jigsaw Method, students should be carefully supported. With the students who have less experience in cooperative learning models, a graphic representation may be helpful, like the one shown in figure. Explain the cooperative process by highlighting the following points of the lesson in which students will be involved:

- a) The learning objectives for this lesson
- b) The composition and size for each group
- c) The differences between the expert and learning group
- d) How much time students will have to work in each group
- e) Access to the required materials
- f) The expert group task goal
- g) The learning group task goal

h) The method of determining individual accountability

Figure 2.1 JIGSAW EXPERT AND LEARNING GROUPS



2.2.2.2.2 Assign Heterogeneously Grouped Students to Expert and Learning Groups and Review Behavior Norms

After the teacher assigns students to expert teams, each team will meet to begin the process. Once expert group have been listed, review the rules that will be in effect while groups are working. These rules will be specific to the class and behavioral norms that have been established but might include:

- a) No student may leave his or her team area until all students have completed the assigned work
- b) Each team member is responsible for learning the material and making certain that every member of the team also has learned the material

- c) If an individual group member is having difficulty understanding any part of the assignment, all member of the team respond which the attempts to assist before the teacher is asked for help.

2.2.2.2.3 Explain the Task and Assemble Expert Groups

The jigsaw task is structured so that a topic is subdivided among the groups. Students assemble into expert groups. The teacher introduces the lesson objectives and how the jigsaw will help the students reach these objectives. Students are provided the materials they will rely on as they became experts and are given the opportunity to have any procedural questions answered.

2.2.2.2.4 Allow Expert Groups to Process Information

Expert groups should be provided sufficient time to process the new information. Expert team members can assist one another with the reading material and making sense of the ideas that are being studied. These teams can be given guiding questions to help make connections between new information and background knowledge. Members of expert groups should complete the questions individually before discussion tem as a group. Expert group members should then decide on what is most important about their topic and how they will convey this information to their peers in learning groups.

2.2.2.2.5 Expert Teach in their Learning Group

When all students master their expert topics, learning teams are assembled and the expert their topics in turn. A time limit should be given for each presentation, and the time periods should be monitored. Each expert is responsible for teaching his or her topic, checking for understanding, and assisting teammates in learning the material.

2.2.2.2.6 Hold Individuals Accountable

Individual students are held accountable for their learning through a quiz participation checklist, essay; discussion, or other assessment method with the learning objectives for the lesson or unit.

2.2.2.2.7 Evaluate in Jigsaw Process

Students are asked to debrief of the Jigsaw process and their own learning in relation to the lesson or unit objectives. This can occur in a full-class discussion, within the expert groups, on an exit card, or in an individual conference with the teacher.

Based on the explanation above, I could conclude that steps in jigsaw classroom were very necessary to hold the class. In class, I could apply those steps to students. It was very helpful. Expert group and learning group related to each other.

2.2.3 Speaking

Fulcher (2003: 23) noted that, “speaking is the verbal use of language to communicate with others.” Brown (2001: 257) viewed that, “speaking is literally defined as to say things, express thought aloud, and uses the voice.” Spoken language and speaking are similar in meaning that how people use the voice loudly that occurs in time cannot go back and change, and it is produced and processed on line. Oxford noted that, “speaking is to know and be able to use a language orally” (1996: 256).

Based on the explanation above, I could conclude that speaking is a means of communicate with other by saying things, express though aloud, use the voice that can’t go back and change to use a language orally.

2.2.3.1 Teaching Speaking

Teaching speaking covered the problem in teaching, some elements of speaking difficulties, the elements and characteristic of successful the teaching and learning process. According to Strevens (1980: 21), “problems in teaching are follows: unwilling learners, low expectation of success, unattainable aims and objectives, non-challenging aims and objectives, confusion of aims, physical, organization and psychological problems insufficient or exercises time or intensity, poor material not compensated by good teachers, inadequate teacher training, incompetent class teaching and lack of interest in learning.”

Brown (2001: 270) argued that, “there are some elements of speaking difficulties.” Those are:

a) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c) Reduced Forms

Contractions, elisions, reduced vowels, etc. all form special problem in teaching spoken English. Students who don't know learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

d) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number performance hesitations, pauses, backtracking, and correction. Learners can actually be taught how to pause and hesitate.

e) Colloquial Language

Make sure students are reasonably well acquainted with the words, idioms, and phrase of colloquial language and that they get practice in producing these forms.

f) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h) Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

Harmer (1998: 25) argued that, “there are three elements necessary for successful teaching and learning in the class: Engage, Study and Activate (ESA). Engage is the point in a teaching sequence where teachers try to arouse the students’ interest, thus involving their emotions. Study is a teaching sequence where the students are asked to focus in on language (or information) and how it is constructed. Activate describes exercise and activities which are designed to get students using language as freely and communicatively as they can.” Davies (1988: 261) showed that, there are four characteristics of successful speaking activities; they are: “learners talk, participation is even, motivation is high and language is an acceptable level”

Based on the explanation above, I can conclude that teaching speaking has some problems in the teaching and learning process and there some elements that necessary for successful of the teaching and learning in class and the successful of learning process has criterion itself.

2.2.3.2 Types of Classroom Speaking Performance

Types of classroom speaking performance according to Brown (2001: 271), “there are six categories apply to the kinds of oral production that students are expected to carry out in the classroom.” Those are:

a) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

b) Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture)

c) Responsive

Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments, and the like.

d) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchange and/or multiple participants.

e) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal response) or ruled out altogether.

In accordance with the types of classroom speaking performance, I used extensive (monologue) in the teaching and learning process. Brown (2001: 251) stated that, “in monologue, one speaker uses a spoken language without any interruption. For examples: speeches, lectures, readings, news, broadcasts, and the like planned, as opposed to unplanned, monologue differ considerably in their discourse structures. Planned monologues (such as speech and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologue (impromptu lectures and long “stories” in conversation, for example) exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitation can either help or hinder comprehension.”

2.2.4 Show Presenting Skill

Show presenting skill is one of the basic competences of language program in senior high school. The definition of show presenting skill was taken

from Oxford and Cambridge dictionary. As noted in Oxford (2005: 1358), “show is an informal event, a business or a situation where something is being done or organized.” Based on Oxford (2005: 1145), “presenting is to appear in radio or television programmed and introduces the different items in it.” Oxford (2005: 1378), “skill is the ability to do something well.”

As noted in the application of Cambridge dictionary, “show is a theatrical performance or a television or radio programmed which is entertaining rather than serious, then presenting is to introduce a television or radio show and skill is an ability to do an activity or job well, especially because you have practiced.”

Based on the explanations above, I can conclude that show presenting skill is the ability of introduce an informal event or television or radio program that appear in radio or television which is entertaining rather than serious.

2.2.4.1 Show Presenter

Show presenter is a person has ability to introduce an informal event or television or radio or program that appears in television or radio which is entertaining rather than serious. Show presenting skill in SMA N 12 Semarang was needed by the students to achieve the speaking competence.

Show presenting skill is a simply of the public speaking stated in *school based curriculum* (2006: 326) for senior high school for language program.

2. 1. The Table of School Based Curriculum

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<p><i>Mendengarkan</i></p> <p>1. <i>Memahami makna yang terdapat dalam public speaking sederhana</i></p>	<p>1.2 <i>Merespon makna yang diungkapkan oleh Show Presenter (Host) dan News Reader</i></p>
<p><i>Berbicara</i></p> <p>2. <i>Mengungkapkan makna dalam konteks public speaking sederhana</i></p>	<p>2.2 <i>Mengungkapkan makna dalam konteks public speaking sederhana sebagai Show Presenter (Host) dan News Reader</i></p>

Being a good show presenter is not easy. There are some elements on show presenting skill that must be studied by the students to achieve the competence to perform. According to Comfort (1996: 56), from effective presentation the elements include below:

- a) System
- b) Delivery
- c) Language
- d) Manner
- e) Body language
- f) Visual aids

I deal with delivery and body language as the basic of the teaching and learning process of show presenter in senior high school students. Considering to Comfort (1996: 54), delivery includes:

1) Tempo

Vary the speed-don't talk at the same pace all the time. And pause from time to time-few seconds silence are sometimes just as effective as word.

2) Volume

This is largely a question of voice projection. There is no need to shout. Vary the volume. A quiet part can contrast with a louder part.

3) Expressiveness

Vary the pitch (high pitch= soprano, low pitch= bass). A good way of varying the pitch is to introduce questions into your presentation. This should force you to raise the pitch a little.

4) Articulation

The sounds will be clearer if you don't rush your words. If you anticipate difficulty in pronouncing certain key words, practice them beforehand. Usually the problem is the syllable stress.

Based on Carl Storz et al (2000: 17), body language includes:

1) Eye contact to keep audience's attention

2) Facial expressions should be natural and friendly. Don't forget to smile.

a) Raise eyebrows to show surprise

b) Open eyes wide

c) Squint your eyes

- d) Knit your eyebrows to show consternation or puzzlement
- 3) Posture – stand straight but relaxed
 - 4) Movement – to indicate a change of focus, keep the audience’s attention
 - a) move forward to emphasizes
 - b) move to one side to indicate a transition
 - 5) Gesture
 - a) up and down head motion or other movement to indicate importance
 - b) pen or pointer to indicate a part, a piece (on a transparency)
 - c) Shrug of the shoulders to indicate “I don’t know!”
 - d) hands – back and forth = two possibilities, or less
 - e) arm – movement back, forth

Based on the explanation above, I can conclude delivery and body language are important elements for presenting skill. Show presenting skill consists of two way of communication. Verbal communication is defined as spoken communication, including the use of words and intonation to convey meaning. The verbal communication belongs to pronunciation, vocabulary, grammar and content. On the other hand, non-verbal communication is “silent” communication, including the use of gestures, postures, position, eye contact, facial expressions, and conversational distance (delivery and body language). Verbal communication and non-verbal communication relate each other.

2.2.5 The Assessment of Speaking

In this research, I used speaking assessment to know the achievement of students' show presenting skill. The assessment of speaking included pronunciation, vocabulary, grammar, performance and content. Pronunciation included speech aspect; the almost, hardly incorrect, some incorrect, mostly inappropriate and very poor pronunciation. Then, vocabulary aspect was the number of vocabularies that used by the students to perform as show presenter. Next, grammar constructed the words into good sentences. The performance consisted of body language and delivery. These aspects described previous. The last was content; content was the idea that students' delivery as presenter. According to Lazaraton (in Celce, M and Murcia, 2001: 111)

The oral skill teacher may be required to make decision about two kinds of oral assessment. The first, evaluation of classroom performance.... A second assessment situation which the oral skill teacher may be confronted is preparing students to take – interpreting results from – large scale oral examinations, successful performance n which become increasingly common as a requirement for admission to universities, as a minimum standard for various types of employment.

2.2.6 Action Research

The discussion of action research included the definition of action research, the aims of action research, the characteristics of action research and the steps of action research.

2.2.6.1 The Definition of Action Research

There are some definitions of action research below:

- 1) Action research is a disciplined process of inquiry conducted *by* and *for* those taking the action. The primary reason for engaging in action research is to assist the “actor” in improving and/or refining his or her actions. (Sagor: 3)
- 2) Action research is refers to teacher-initiated class-room investigation which seek to increase the teacher’s understanding of classroom teaching and learning, and to bring about change in classroom practices. Action research typically involves small-scale investigate project in the teacher’s own classroom, and consist of a number of phase which often recur in cycles: planning, action, observation and reflection. (Gregory, Kemmis and McTaggart, 1998: 17-18)
- 3) Action research is a teaching, learning, and decision-making process that can be used in a myriad of ways to assist the learning process of students and teachers. (Hewitt et al, 2005)
- 4) Action research is a means of improving student achievement through more effective teaching and administration of schools (Cohen & Manion, 1980; Elliot, 1991; Kemmis, 1981; Stenhouse, 1975).
- 5) Educators involved in action research became more flexible in their thinking, more open to new ideas, and more able to solve new problems (Pine, 1981).
- 6) Engaging in action research influenced teachers’ thinking skills, sense of efficacy, willingness to communicate with colleagues, and attitudes toward professional development and the process of change (Simmons, 1985).

- 7) Teachers engaged in action research depended more on themselves as decision makers and gained more confidence in what they believed about curriculum and instruction (Strickland, 1988).
- 8) Action researchers were reading, discussing, thinking, and assessing ideas from related research with expanded analytical skills (Simmons, 1985).

Based on the explanation above, I could infer action research involves in the teacher's own classroom, and that consist of planning, action, observation and reflection as a means of improving student achievement through more effective teaching and administration of schools where reading, discussing, thinking and assessing ideas there.

2.2.6.2 Aims of Action Research

Each methodology of researches has the aim itself. I used the action research on my final project. Action research has many the aim of the research.

Here, three aims of action research. The first is by Sukamto (2000: 60) noted:

“Action research is aimed at improving or increasing the practice of learning simultaneously, which is basically looking at the run of the mission of profession in education done by the teachers. So, action research is one of the strategies in improving and increasing the service in education that has to be held in context also in improving the quality of schools; program as a whole in a moveable society.”

The second is by Hopkins (1985: 41) stated:

“...is to give the teacher an introduction to the variety of methods available to them as a means of extending their repertoire of professional behaviors and of encouraging flexibility in personal development. These are methods and approach that teachers can put into use, which empower them and make them increasingly competent and autonomous in professional judgment.”

The last is by Carr and Kemmis as quoted by McNiff (1992: 2) stated that "... to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practice, (c) the situations (and instruction) in which these practice are carried out."

From the definition above, I could conclude that the aims of action research is improving and increasing the service education. It can be achieved by doing reflection to diagnose the condition of class and solve the problem.

2.2.6.3 The Characteristic of Action Research

According to Altrichter et al (2000: 6), some characteristic of action research than other research are:

- 1) Action research is carried out by people directly concerned with the social situation that is being researched. In the case of the social situation of a classroom, this means in the first place teachers who take professional responsibility for what goes on there. While action research will usually be initiated by teachers, sustainable improvements in classroom situations will rarely be possible if other concerned persons are not won over to its purposes. According to the problem being investigated, these might include students, parents, LEA advisers, governors or representatives of the local community. Thus, the long-term aspiration of action research is always a collaborative one. In cases where action research begins as a more private and isolated concern, external consultants are often involved (for example, from higher education institutions). However, in these cases, the role of the outsider is to provide

support and not to take responsibility and control over the direction and duration of the project.

- 2) Action research starts from practical questions arising from everyday educational work (and not from those which might be 'in fashion' in some learned discipline). It aims to develop both the practical situation and the knowledge about the practice of the participants.
- 3) Action research must be compatible with the educational values of the school and with the work conditions of teachers. However, it also contributes to the further development of these values and to the improvement of working conditions in the educational system.
- 4) Action research offers a repertoire of simple methods and strategies for researching and developing practice, which are characterized by a sensible ratio of costs to results. Methods are tailored to what is achievable without overly disrupting practice
- 5) However, specific methods or techniques are not what distinguish action research. Instead, it is characterized by a continuing effort to closely interlink, relate and confront action and reflection, to reflect upon one's conscious and unconscious doings in order to develop one's actions, and to act reflectively in order to develop one's knowledge. Both sides will gain thereby: reflection opens up new options for action and is examined by being realized in action.
- 6) Each action research project—whatever its scale—has a character of its own, and so we hesitate to provide an elaborate step-by-step model which might

limit the variety of different paths to be pursued. Nevertheless, some typical broad stages can be found in any action research process.

Based on the explanation above, it could be said that characteristic of action research was simple methods and strategies for researching and developing practice, provide an elaborate step-by-step model which might limit the variety of different paths to be pursued, contributes to the further development of these values and to the improvement of working conditions in the educational system.

2.2.6.4 The Steps in Action Research

According to Hopkins (1985: 48) there are several essential processes in doing action research is needed (cyclical) as follows:

1) Plan

After making sure about the problem of the research, a researcher needs to make preparation before doing an action research. The kind of preparation can be seen as follows: (1) the steps and the activities during the research; (2) preparation for teaching facilities; (3) preparation for data analysis during the research process; and (4) preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problems of the research.

2) Action

Doing an action research is the main cycle of action research. These are followed by observation, interpretation, and also the reflective activities. A

researcher must be very careful in practicing the classroom research. He or she has to follow the procedure or action planning during the research.

3) Observation

In this step, a researcher has to observe all events or activities during the research. The observation can be classified into three categories: (a) teacher's talk, (b) pupil's talk, (c) silence or confusing. Observation is when a researcher is observation or assessing the decision of research during teaching and learning process as the result of learning interaction among the learners (Classroom Action Research, PGSM team, 1999: 39)

4) Reflection

A reflection is an effect to inspect what has or has not been done, what has or has not yet resulted after having an alternative action. The result of reflection is used to establish the next step of the research. In other word, a reflection is the inspection effort on the success or the failure in the teaching the temporary purposes in order o determine that alternative steps that are probably made to get the final goals of the research (Hopkins, 1985: 48)

From the above explanation, it can be said that plan is the first step to make preparation. The plan is very necessary before teaching and learning process. It uses to manage the class and then action is implementation from plan. The action is following the plan. Good plan makes action well. The third is observation. It used to collect data in teaching and learning process. By observation, I will know the achievement of students and whether it is necessary

or not to revise the teaching and learning process. The reflection is the next step. it takes to revise the steps before whether the previous steps are failed.

2.2.7 Criterion of Assessment

According to *School Based Curriculum* (2006), *penilaian pendidikan pada jenjang pendidikan dasar dan menengah terdiri atas penilaian hasil belajar oleh pendidik, penilaian hasil belajar oleh satuan pendidikan dan penilaian hasil belajar oleh pemerintah.*

However, in order to access the students' show presenting skill achievement, I used the Criterion Mastery of Learning in SMA N 12 Semarang belonged to the second criterion above. The criterion of SMA N 12 Semarang noted that, "students can be said to be successful if students can achieve 65% or more than 65% of the competence."

CHAPTER III

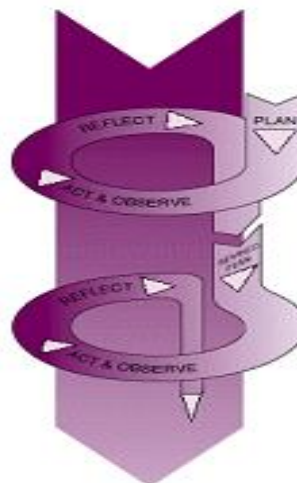
METHOD OF INVESTIGATION

This chapter presents population and sample, research design, method of collecting data, the instruments of the study, scoring technique and procedure of the study.

3.1 Research Design

I used an action research in my research. “Action research is a means of improving student achievement through more effective teaching and administration of schools (Cohen & Manion, 1980; Elliot, 1991; Kemmis, 1981; Stenhouse, 1975). The action research figures is from Kemmis & McTaggart (1988: 125).

Figure 3.1 The Action Research Spiral



3.2 Population and Sample

Population is a group of people or items from which the data are collected (Arikunto, 1998:115). Fraenkel and Wallen (1993: 79) state that a population is the group to which the results of the study are intended to apply. Kountour in Azib (2008: 6) stated that, “population is the large group about which the generalization is made.” The population of this study is the eleventh year of SMA N 12 Semarang in the academic year 2010/2011.

Sample is a part of population and a good sample is the one that represents population from which it is selected (Arikunto, 1998: 117). Kontour in Azib (2007: 7) stated that “sample is a part of population; it must be representative of all population.” SMA N 12 Semarang has seven classes include three of science program, three of social program and one of language program. I used language program as a sample of my research appropriate to standard competence.

3.3 Method of Collecting Data

In the collecting of data, I used test technique and non-test technique. A test, in simple term, is a method of measuring a person’s ability, knowledge or performance in a given domain (Brown, 2004: 3). Non-test technique includes interview, observation, questionnaire and video recording.

In my research, the test consists of the pre-test, the speaking test 1 and the post-test. Those tests are used to measure the achievement of the students’ show presenting skill before and after the teaching and learning process used the jigsaw method. The pre-test was held on January 31th, 2011, the speaking test was

February 8th, 2011 and the post test was after teaching and learning process by using jigsaw method on February 14th, 2011.

3.4 Instrument of the Study

According to Walker and Hopkin in Puji (2008: 23), there are comprehensive survey of data collection such as field notes, audio-video recording, pupil diaries, interviews and discussion, audio tape recording, questionnaires, sociometry, documentary, evidence, slide/tape photography and case study. The instrument in this research was video recording, interviews, test, observation, questionnaire, script and video of presenter and observation.

3.4.1 Interviews

Taylor (2000: 12) stated, “interviews allow for interaction and are often categorized into three types. Structured interviews are useful when seeking specific information on specific topics. This type leaves little room for discussion beyond the given questions. If the interviewee begins to stray, the interviewer should bring him or her directly back to the questions. Semi-structured interviews involve asking more open-ended questions of several participants but allow the interviewee to go further than the precise question with opinions, thoughts, and questions”. Often written “probes” are used. These are reminders on the interview schedule of opening questions the interviewer can use to go to specific related aspects of the question after the first response. Open interviews encourage open discussion and wide-ranging opinion, with very little direction on the

interviewer's part. Based on the explanation above, I used semi-structures interviews.

Before doing research in SMA N 12 Semarang, I interviewed the English teacher. The questions could be seen in the appendix.

3.4.2 Video Recording (Camera Digital)

I used video recording in the pre-test and the post test. So, I could know the achievement of student's show presenting skill before and after the teaching and learning process used the jigsaw method. Each of students gave 1.5 minutes to perform.

3.4.3 Script and Video of Presenter

I browsed the script and video of presenter from the internet that relevance to the teaching and learning process. The text could be seen in the appendix. I got the text and video of presenter from www.ClevverTv.com. The students was interesting watched the video. Through the video, Students got the real sample of presenter.

3.4.4 Test

Test was done three steps. They are the pre-test, the speaking test 1 and the post test. The procedure was I got students to construct a text include introduction, body and conclusion. Then, they acted as presenter in front of class. Students may use that text. Each of students was given 1.5 minutes to perform and the students'

performance were recorded. The rubric of speaking I modified by adding the performance on the rubric taken from Harris (1969: 84) and Bartz (1983: 150).

Table 3.1 The Rubric of Assessment Speaking

No	Aspect	Score
1	Pronunciation	
	a. Speech consists of almost appropriate pronunciation.	5
	b. Speech consists of hardly incorrect pronunciation.	4
	c. Speech consists of some of inappropriate pronunciation.	3
	d. Speech consists of mostly inappropriate pronunciation.	2
	e. Speech consists of very poor pronunciation	1
2	Vocabulary	
	a. Use of wide of vocabulary taught previously.	5
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	4
	c. Frequently uses the wrong words in presentation.	3
	d. Mistake of words and very limited vocabulary make presentation quite difficult	2
	e. Vocabulary limitations so extreme as to make presentation virtually impossible as to make presentation virtually impossible	1
3	Grammar	
	a. Makes few noticeable errors of grammar or word order or word order	5
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning.	4
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	3
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	2
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible so severe as to make conversation virtually unintelligible.	1
4	Performance	
	a. Body language and delivery are very good	5
	b. Body language and delivery are good	4
	c. Body language and delivery are moderate	3
	d. Body language and delivery are poor	2
	e. Body language and delivery are very weak	1
5	Content	
	a. Ideas highly organized, covers all the elements of the expressions	5
	b. Ideas well organized, covers almost all of the elements of the expressions	4
	c. Ideas fair organized, some missing parts of the elements of the	3

	expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	2
	e. Unorganized ideas, a lot of missing parts of the elements	1

3.4.5 Questionnaire

Taylor (2000: 12) stated that “there are basically two types of questionnaires. Open questionnaires ask for opinions or information in the participants’ own words. These types of open-ended questions are especially useful for exploratory or subjective reactions. Closed questionnaires may require multiple-choice or direct short-answer responses.”

Based on the explanation above, I used close questionnaire that consist of two choices: A and B. The A item was one point and the B item was zero point then the questionnaire could be seen in appendix

3.4.5 Observation

I used three observers to help me observe the students’ activities in groups. Each of observers I gave the table of checklist. The table of observations was:

3.2 The Table of Observation

NO	NAME	CHECKLIST				
		A	B	C	D	E

A = *Keaktifan siswa dalam pembelajaran*

B = *Keberanian siswa dalam bertanya dan menjawab pertanyaan*

C = *Keseriusan siswa dalam bekerja sama dalam kelompok*

D = *Antusias siswa dalam berinteraksi dengan teman sekelompok*

E = *Keseriusan siswa dalam mengerjakan tugas*

The result of observation can be seen in appendix.

3.5 Scoring Technique

There are five aspects in speaking test. The aspects consist of pronunciation, vocabulary, grammar, performance and content. Each of the aspect had five criterions. So, number of aspect was 25, the number of students was 28 and the maximal score was 25.

The formula is = $\frac{total}{\sum aspect} \times 100$

And the mean of class is

$$M = \frac{\sum X}{N}$$

Which,

M = mean

X = scores

N = Number of scores

\sum = sum (or add)

Brown (2005: 98)

The percentage of students' achieved is = $\frac{\sum students' achieved}{\sum students} \times 100$

3.6 Research Activity

In this study, I conducted the first cycle was in four meetings and the second cycles were in three meetings. The components of the cycle were planning, acting, observing and reflecting.

3.6.1 First Cycle

The first cycle was conducted on January 31th, February 1st, 2nd, 4th 2011.

The description of the cycle was below

3.6.1.1 Planning

The steps of planning are below:

- a) Find the institution for doing research
- b) Asking permission to the headmaster
- c) Asking the curriculum vice of headmaster to let doing research in the class
- d) Asking to English teacher to do research in language class
- e) Design the teaching and learning such as make lesson plan, material for teaching and instrument

3.6.1.2 Action

In action there were Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text and Independent Construction of the Text.

Step 1

I conducted the pre-test on January 31th, 2011 in order to know the student's show presenting ability before using the jigsaw method. Here, I give students six words then they constructed them into one paragraph then they acted as a show presenter. The recording of speaking test was necessary to know the achievement of students.

Step 2**First Treatment:****1) Building Knowledge of the Field**

- a) Students listened to illustration relate to the topic
- b) Students answered some questions from the teacher. (Do you know Helmi Yahya, Olga Saputra and Choki Sitohang? What's their job)
- c) Students paid attention to the teacher's explanation about the show presenter's elements.

2) Modeling of the Text

- a) Students paid attention to the video which entitle "Happy 21st birthdays to Taylor swift!"
- b) Students listened to difficult word related to the video

3) Joint Construction of the Text

- a) Students joined in the learning group and expert group
- b) Students got the material in expert group.
- c) Students understood the structure of show presenter in expert group

4) Independent Construction of the Text

- a) Students practiced speaking from the text. The 1st group read the introduction; the 2nd home group read the body and the 3rd group read the closing.
- b) Students practiced speaking without or with the text. Students may modify or not the text.
- c) Students did quiz in learning group to more understanding the text.
 - a. Mentioned the structure of the show presenter text?
 - b. Who was the presenter?
 - c. Please retell one of part show presenter!
 - d. Who was birthday?
 - e. Where was the text from?

Second Treatment**1) Building Knowledge of the Field (BKoF)**

- a) Students reviewed the structure of show presenter's text

2) Modeling of the Task (MoT)

- a) Students showed the teacher's performance act as a show presenter.
- b) Students learned the point (delivery and body language) of how to be a show presenter in expert group

3) Join Construction of the Task (JCoT)

- a) Students got text "JUSTIN BIEBER GOES TO COUNTRY"
- b) Students acted as show presenter (learning group) use the that text

4) Independent Construction of the Task (ICoT)

- a) Students gave comment to their friends performance

Third Treatment:

1) Building Knowledge of the Field (BKoF)

- a) Students were asked to mention the element of show presenting skill
- b) Students paid attention to the teacher's explanation about element of show presenting skill

2) Modeling of the Task (MoT)

- a) Students listened and paid attention to the teacher's performance
- b) Each of students got text and read aloud the text in expert group following the instruction of teacher

3) Join Construction of the Task (JCoT)

- a) Students modified the text in expert group
- b) Students checked their text to the teacher

4) Independent Construction of the Task (ICoT)

- a) Students practiced speaking from the text. The 1st group read the introduction; the 2nd home group read the body and the 3rd group read the closing.
- b) Students practiced speaking without or with the text. Students may explore or not with the text.
- c) Students did quiz in home group to more understanding the text.
 - a. Mentioned the structure of the show presenter text?
 - b. Who was the presenter?

- c. Please retell one of show presenter's element!
- d. Who was birthday?
- e. Where was the text from?

Fourth Treatment:

1) Building Knowledge of the Field (BKoF)

- a) Students were asked to mention some of the structure of show presenter's text.
- b) Students paid attention to the teacher's explanation about the element of show presenting skill

2) Modeling of the Task (MoT)

- a) Students listened and paid attention to the teacher's performance.
- b) Students watched the video
- c) Students got text "VANESA HUDGENS BIRTHDAY FASHION RECAP"

3) Join Construction of the Task (JCoT)

- a) Students found the introduction, body, conclusion, difficult word, and conjunction in expert group.
 - b) Students went back to learning group then tell what they get in expert group
- Independent Construction of the Task (ICoT)
- c) Students practiced to be show presenter by imitate the video.

Step 3:

I evaluated the student's achievement of show presenting skill through speaking test 1. Here, the steps were similar in the pre-test.

3.6.1.3 Observing

The activities were:

- a) I observed the pre-test of the students before using jigsaw method
- b) The second observation, I observed the teaching and learning using jigsaw method
- c) The last was I observed the post-test of students after using jigsaw method.

3.6.1.4 Reflecting

The activities were:

- a) Reflect of observation
- b) Finding the significant of pre-test and post-test
- c) Decided did the second cycle to achieve the students' show presenting skill

3.6.2 Second Cycle

The second cycle was conducted on February 8th, 9th, 10th, 14th, 2011. The steps were below:

3.6.2.1 Planning

- a) Making new lesson plan is better than the first cycle.
- b) Preparing instrument again.

3.6.2.2 Action

Here, the action consisted of some treatments.

Step 4:

I revised the reflecting of the first cycle based on the reflecting.

Fifth Treatment:**1) Building Knowledge of the Field**

- a) Students were asked to mention some of the structure of show presenter's text.
- b) Students paid attention to the teacher's explanation about points of assessment in show presenting skill

2) Modeling of the Text

- a) Students listened and paid attention to the teacher's performance.
- b) Students practiced imitate the video
- c) Students got text "MIRANDA COSGROVE NEW MUSIC UPDATE: DANCING CRAZY"
- d) Students analyzed the introduction, body, conclusion, conjunction and difficult word in expert group

3) Joint Construction of the Text

- a) Students showed their homework to their learning group
- b) Students gave comment each other relate to the homework (peer assessment)
- c) Students went to the expert group then show their homework and give comment each other.
- d) Students discussed their text in expert group

4) Independent Construction of the Text

- a) Students practiced as a show presenter using their text

- b) Students modified their text is gotten to the last test

Sixth Treatment:

1) Building Knowledge of the Field (BKoF)

- a) Students were asked to mention some of the structure of show presenter's text.
- b) Students paid attention to the teacher's explanation about points of assessment in show presenting skill.

2) Modeling of the Task (MoT)

- a) Students listened and paid attention to the teacher's performance.
- b) Having fun activities

3) Join Construction of the Task (JCoT)

- a) Students got text "MTV has made it's the first wave of presenter announcements for its next award show"
- b) Students joined in the expert team then analyze that text

4) Independent Construction of the Task (ICoT)

- a) Students acted to be show presenter using that text
- b) Students prepared the text for speaking test (post test) next week.
- c) Students might use the text that they got.

Seventh Treatment:

1) Building Knowledge of the Field (BKoF)

- a) Students were asked to mention some of the structure of show presenter's text.

b) Students paid attention to the teacher's explanation about points of assessment in show presenting skill.

2) Modeling of the Task (MoT)

a) Students listened and paid attention to the teacher's performance.

3) Join Construction of the Task (JCoT)

a) Students checked their text to the teacher

4) Independent Construction of the Task (ICoT)

a) Students acted as a show presenter using their text

Step 5:

After some weeks teaching and learning process done, it's time to post-test. The procedure of post-test is similar to pre-test.

3.6.2.3 Observing

These steps were not different in the previous observation

3.6.2.4 Reflecting

The result of the test could be seen in appendix.

The CAR (Classroom Action Research) was listed below:

Table 3.3 The Table of CAR

NO	ACTIVITIES	DATE	ACTION
1.	Interviews	January 22 th , 2011	Interview with an English teacher of language program at the eleventh

			year of SMA N 12 Semarang in academic year of 2010/2011
2.	The pre-test	January 31 th , 2011	Students acted to be presenter the theme was "Happy 21 st birthdays to Taylor swift!"
3.	The first cycle	February 1 st , 2011 February 2 nd , 2011 February 4 th , 2011	BKoF and MoT MoT and JCoT ICoT
4.	Observation	February 1 st , 2011 February 2 nd , 2011 February 4 th , 2011	The observers observe the students' activity during the teaching and learning process
5.	The speaking test	February 8 th , 2011	Students acted to be presenter which text is entitled "Happy 21 st birthdays to Taylor swift!"
6.	Questionnaire	February 8 th , 2011	Students fill the questionnaire
7.	The second cycle	February 9 th , 2011 February 10 th , 2011	BKoF and MoT JCoT and MoT
8.	Observation	February 9 th , 2011 February 10 th , 2011	The observers observe the students' activity during the teaching and learning process
9.	The post test	February 14 th , 2011	Students acted to be presenter the theme was "Happy 21 st birthdays to Taylor swift!"

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter presents analysis of interview, observation, and the test. Then, analysis of the action, questionnaire and the last is discussion.

4.1 The Analysis of Interviews

The interviews with the teacher held on January 22th, 2011. According to the teacher's answering, the language program technique in class was traditional method where the students listened to the teacher explanation and students did the task. Then, the teaching and learning process was teacher oriented and the answering of the second questions was students were still difficult to perform as a show presenter. They were still ashamed to perform as a show presenter in front of class. The last answering was students had not ever performed as a show presenter before. Performance was still a big problem for students.

4.2 The Analysis of Observation

Observation conducted in the first and the second cycles. This observation was helped by the observers. Each of observers observed eight until ten of students in expert and learning groups. The table of observation sheet checklist was in previous chapter and the result of observation sheet checklist could be seen in appendix. There were five checklists of the observation, *keaktifan siswa dalam*

pembelajaran, keberanian siswa dalam bertanya dan menjawab pertanyaan, keseriusan siswa dalam bekerja sama dalam kelompok, antusias siswa dalam berinteraksi dengan teman sekelompok, keseriusan siswa dalam mengerjakan tugas.

4.3 Analysis of the Test

There were three steps in collecting data of the students' test. These steps consisted of the pre-test, the speaking test 1 and the post test to know the achievement of students' show presenting skill. The pre-test was conducted on January 31th, 2011, the speaking test was held on February 8th, 2011 and the post test was on February 14th, 2011 at the eleventh year of SMA N 12 Semarang in the academic year of 2010/2011.

4.3.1 Analysis of the Pre-Test

Based on the analysis of the pre-test, there were twenty five students failed the pre-test. Criterion assessment of SMA N 12 Semarang stated that the students could be said achieved the competence whether the score is 65 or more than 65 in English subject. Most of students had difficulties to achieve the competence. The students' difficulties were pronunciation, vocabulary, grammar, performance and content. The student's pronunciation was halting and fragmentary, the limitation of vocabulary, grammar was almost entirely inaccurate; the performance of students was good looking but the delivery and body language were poor. The last

was content of the text was almost unorganized ideas. The mean of the pre-test was 45.

$$\begin{aligned} M &= \frac{\sum X}{N} \\ &= \frac{1254}{28} \\ &= 45 \end{aligned}$$

4.3.2 Analysis of the Speaking Test 1

Speaking test 1 was done as the reflection in the first cycle. The result of the speaking test 1 could be seen in appendix. From the result of the speaking test 1, it could be conclude that there was significant improving of the students' show presenting skill after the teaching and learning process used the jigsaw method. The mean of pre-test was 45 and the mean of speaking test was 65. The difference between of pre-test and speaking test is 18 point. And, the students that achieved the competence are 11 students. Here, there are 17 students did not achieve the competence.

$$\begin{aligned} M &= \frac{\sum X}{N} \\ &= \frac{1810}{28} \\ &= 65 \end{aligned}$$

The students' show presenting skill was better than the pre-test. The pronunciation of students was occasionally hesitant and jerky and some of

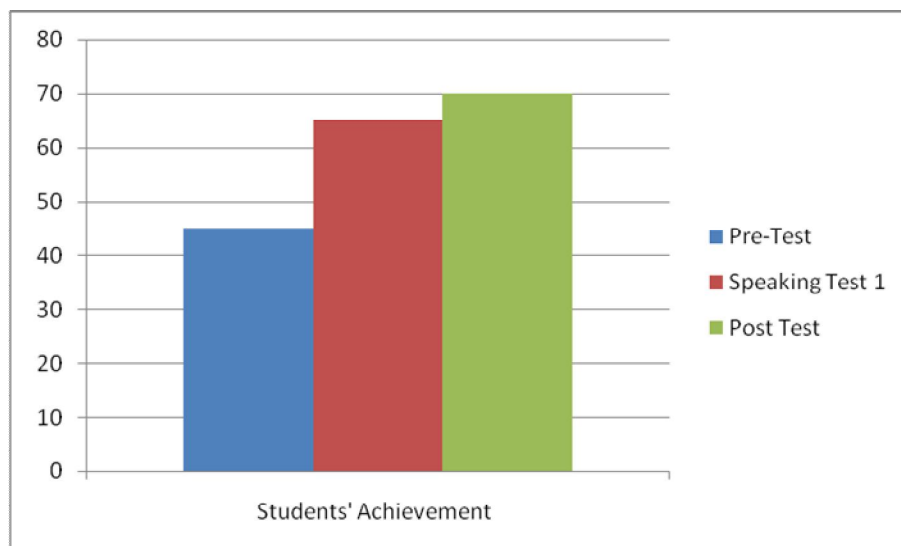
inappropriate pronunciation, choice of words was accurate, the body language and delivery were moderate and the ideas well organized.

4.3.3 The Analysis of the Post Test

The result of the post test could be seen in appendix. According to the result of the post test, more than half of the students achieved the competence. There were 23 students achieved competence so, there were 82% of students achieved the competence. It could be concluded that using jigsaw method in teaching and learning process was successful. Pronunciation, vocabulary, grammar, performance of students and content of the text were almost good.

$$\begin{aligned} M &= \frac{\sum X}{N} \\ &= \frac{1964}{28} \\ &= 70 \end{aligned}$$

4.3 The Diagram of Students' Mean



4.4 Analysis of Action

The analysis of the action based on the observing and the reflecting in the first cycle and the second cycle.

4.4.1 The First Cycle

The first cycle was done after the pre-test. Based on the pre-test, more than half of the students did not achieve the competence of speaking. Students had difficulties on all aspect of assessment such pronunciation, vocabulary, grammar, performance and content. So, I did the first cycle for students. The first cycle was done in three meeting. The activity mentioned on previous chapter. Students' participant in the jigsaw method was interactive and they were interested in this activity. Many of students wanted to be presenter and ready acted as a show presenter. They also liked the content of the script and video of presenter. So, they could practice through the video and script.

On this cycle, I much concerned on students' speaking and performance's students as show presenter. In the speaking treatments, I got students to read aloud the text; students gave explanation on their group then practiced to be presenters. Students were active to spell new vocabulary and modify the text on the group. However, there were students who busy by themselves.

Next, performance treatment, this treatment was to teach the students how to be a good presenter such as in delivery and body language aspects. This treatment was successful enough but there were students did not achieve the

competence. The result of this cycle can be seen in appendix that it showed the significant improving of students' show presenting skill.

4.4.2 The Second Cycle

I conducted the second cycle because the reflection in previous cycle was unsatisfactory. In this cycle, there were four meetings consisted of two treatments. These treatments were having fun activity and combine the previous treatment.

Many of students participated actively in having fun activities. This activity was students asked to perform as a show presenter but they only imitate the video without said any words. This treatment concerned on performed and students were interesting on it. After the students performing, other students gave comment to their friends. It practiced students' speaking.

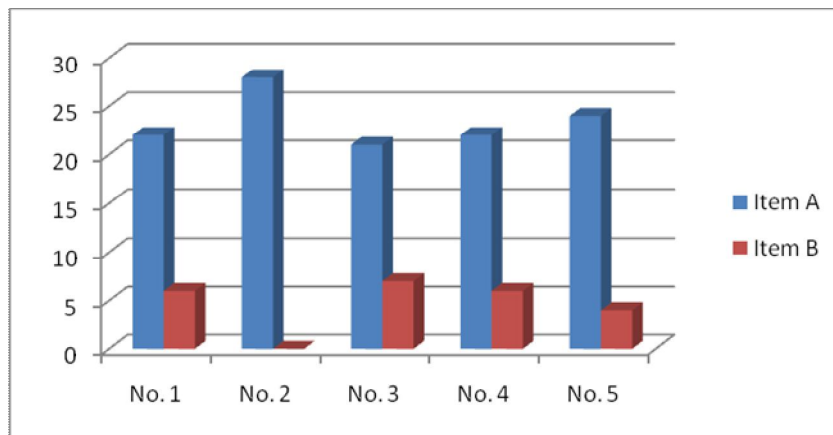
The reflection of second cycle was good. Pronunciation, vocabulary, grammar, performance and content are good. There was significant improving of the students' show presenting skill after the teaching and learning process used jigsaw method. The result of the post could be seen in appendix.

4.5 Analysis of Questionnaire

There were five questionnaires to students that consisted of two items. Item A was one point and item B was zero point. For No. 1, number of students answered item A was 22 students and item B was 6 students. No. 2, number of students answered item B was 28 students and No. 3, the number of students answered item A was 21 and item B was 7 items. No. 4, the number of students

answered item A was 22 students and item B was 6 students and the last No. 5, the number of students answered item A was 24 students and item B was 4 students. The diagram was below:

Table 4.5 The Result of Analysis of Questionnaire



According to the data above, it could be concluded that English subject was compulsory subjects for students. In English subject, students had difficulty acted as a show presenter. However, jigsaw method helped the students studied the show presenting skill in groups and the jigsaw method could be used in other subject. In other words, the jigsaw method was effective to improve the students' show presenting skill at the eleventh of SMA N 12 Semarang in the academic year of 2010/2011.

4.4.3 Discussions

This part discussed of the analysis above. Based on the explanation above, it could be said that the research used interview, test, observation and

questionnaire as the instrument of jigsaw method were successful. Interview was the first step that used to know the method of the teaching and learning process in class, the experience of students acted as a show presenter and the difficulty in a show presenting skill. Then, observation was done during the teaching and learning process in the first cycle and the second cycle. Next, test was done three times, the-pre-test, the speaking test 1 and the post test. The last was questionnaire. The questionnaire was given after the post test in one day. The discussion of analysis of observation, test and questionnaire presented that jigsaw method was effective to improve the students' show presenting skill at the eleventh year of SMA N 12 Semarang in the academic year of 2010/2011.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result of the data analysis in the previous chapter, I draw the following conclusions:

- a) The jigsaw method is effective to improve the students' show presenting skill. The students were mastering the show presenting skill during the teaching and learning process used the jigsaw method. It was supported by the significant difference between the mean of the pre-test (45) and the mean of speaking test 1 (65), and post test (70).
- b) A test is needed to check the students' ability in the speaking test.
- c) Treatment and motivation were very necessary to students' performance.
- d) The jigsaw method may use in other lesson.

5.2 Suggestions

From the conclusion above, I would like to offer some suggestion to improve the students' ability in speaking and presenting class.

- a) The English teacher of SMA N 12 Semarang suggests being creative in deliver the teaching and learning process of speaking class. A good teacher should handle the class to control the teaching and learning process.

- b) The jigsaw as one of cooperative learning methods is a method for the students to improve the students' speaking and show presenting skill.
- c) The students should support with good facilities in class such as a relevant book, dictionary etc.
- d) Students should practice speaking and show presenting skill in their daily life to improve their ability.

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Appendix 1**THE PROFILE OF OBSERVERS****OBSERVER 1**

Name : Sahlan, S. Pd
Date of Birth : Blora, November 9th, 1967
Occupation : English Teacher
Background Study : S1 English Education

OBSERVER 2

Name : Tsaniyatun Maunah
Date of Birth : Semarang, March 25th, 1989
Occupation : University student of IKIP PGRI Semarang

OBSERVER 3

Name : Novi Praharanti
Date of Birth : Rembang, November 18th, 1990
Occupation : University student of IKIP PGRI Semarang

Appendix 2

DAFTAR NAMA SISWA
SMA N 12 SEMARANG
TAHUN PELAJARAN: 2010/2011

Kelas: XI Language Program

Wali Kelas: Sahlan, S. Pd

NO	NIS	L/P	NAMA
1	4914	P	ADE ARGA AGUSTINI
2	4916	P	ADELLIYA PUSPASARI
3	4919	L	AFIF SETIANTO
4	4935	L	ANJAR SATRIYO UTOMO
5	4953	P	BUNGA LALA ANGGREANI
6	4960	L	DEGA BUDI PRASETYA
7	4967	P	DEWI ARUM SARI
8	4970	P	DIAH MEGA WATI
9	5168	P	DYAH AJENG KUSUMA WARDANI
10	4988	L	FAJAR INDRA SETYO BUDI
11	5003	L	GINANJAR YANUANTO
12	5008	L	HERU SETIAWAN
13	5021	L	IPONK QUINN SEBASTIAN
14	5025	L	IVAN NANDA PRATAMA
15	5029	P	KHOIRUNNISA
16	5035	L	LILIK VIHANTARA
17	5051	L	MUCHLISIN
18	5072	P	NOVI INDARWATI
19	5080	P	NURUL FAUZIAH
20	5085	L	PAULUS STEVY ADRIAN
21	5095	L	RANDITYA WISNU PRASADHANA
22	5097	L	RESTU SHADE PRAMASTIKO
23	5110	L	RIZKY ADISTA HIDAYAT
24	5114	P	SAFIRA MEILINASARI
25	5115	P	SEPTI ERVIANA DEWI
26	5135	L	TAOVIQ HIDAYAT
27	4890	L	WELLY SETIADI
28	5160	P	YEKTI YULIANTI

Appendix 3

**LIST OF STUDENTS IN ACTION RESEARCH
SMA N 12 SEMARANG**

NO	NAMA	STUDENTS' CODE
1	ADE ARGA AGUSTINI	S-1
2	ADELLIYA PUSPASARI	S-2
3	AFIF SETIANTO	S-3
4	ANJAR SATRIYO UTOMO	S-4
5	BUNGA LALA ANGGREANI	S-5
6	DEGA BUDI PRASETYA	S-6
7	DEWI ARUM SARI	S-7
8	DIAH MEGA WATI	S-8
9	DYAH AJENG KUSUMA WARDANI	S-9
10	FAJAR INDRA SETYO BUDI	S-10
11	GINANJAR YANUANTO	S-11
12	HERU SETIAWAN	S-12
13	IPONK QUINN SEBASTIAN	S-13
14	IVAN NANDA PRATAMA	S-14
15	KHOIRUNNISA	S-15
16	LILIK VIHANTARA	S-16
17	MUCHLISIN	S-17
18	NOVI INDARWATI	S-18
19	NURUL FAUZIAH	S-19
20	PAULUS STEVY ADRIAN	S-20
21	RANDITYA WISNU PRASADHANA	S-21
22	RESTU SHADE PRAMASTIKO	S-22
23	RIZKY ADISTA HIDAYAT	S-23
24	SAFIRA MEILINASARI	S-24
25	SEPTI ERVIANA DEWI	S-25
26	TAOVIQ HIDAYAT	S-26
27	WELLY SETIADI	S-27
28	YEKTI YULIANTI	S-28

Appendix 4

LESSON PLAN

School : SMA N 12 Semarang
 Subject : English
 Grade/semester : XI Language Program/II
 Time allotment : 8 meetings

A. Standard of Competence

1. Mendengarkan
 Memahami makna yang terdapat dalam *public speaking* sederhana.
2. Berbicara
 Mengungkapkan makna dalam konteks *public speaking* sederhana.

B. Basic Competence

- 1.2 Merespon makna yang diungkapkan oleh *Show Presenter (Host)*
- 2.2 Mengungkapkan makna dalam konteks *public speaking* sederhana sebagai *Show Presenter (Host)*

C. Objectives

- At the end of the study, 75% of students are able to:
- a. Students are able to learn how to be a good Show Presenter (Host).
 - b. Students able to perform as a good Show Presenter (Host).

D. Learning Material

- Video Show Presenter and the script

Happy 21st birthdays to Taylor swift!

Hello-hello and thanks for coming back to the show.

I'm Dana Ward and from everyone at ClevverTV studio, happy birthday to one of our fave Hollywood stars out there. We're talking about Taylor Swift.

The singer-songwriter turns 21 years old today – that’s December 13th and we can only wonder what she’s up to for the big celebration. Well, thanks to her twitter, we know that she received a pizza with a 21 candle on it and rocked some birthday hats with friends. We’ll def keep you posted on Taylor’s birthday celebration, but be sure to follow us at twitter.com/ClevverTV. I’m Dana Ward and once again happy birthday to Taylor Swift

SCHOOL GIRL UPDATE: NEW MEMBER AND ALBUM

The School Gyrls get two new members this holiday season. The group update is right now.

Hey everyone! Straight from the ClevverTV headquarters, I’m Dana Ward with the School Gyrls update. So, The trendy trio of Mandy, Jacqueline and Monica have added Sade and Lauren to the group... and you know what is always said: the more, the merrier and it's all for the perfect time of year. In fact, the fabulous 5 gals of School Gyrls put together a fun music video for We Wish You a Merry Christmas – putting a more TODAY spin on the classic holiday song, especially with their funky santa attire. Right here at ClevverTV, we wish you all a happy New Year and lots of luck to the NEW School Gyrls in 2011. Don't forget to hit us up at [Twitter.com/ClevverTV](https://twitter.com/ClevverTV) for all of your music news and updates.

I'm Dana Ward. Bye guys!

MTV has made it’s first wave of presenter announcements for its next award show stay tuned!

Dana ward here for clevver tv! And as the 2010 movie award get closer, MTV just announced some of the presenters for the night fun.

So far, it’s official that Zac Efron, Vanessa Hudgens and Miranda Cosgrove who all take to the stage to reveal a winner or two. Plus, Jessica Biel and Bradley Cooper from the new flick the a-team as well as Tom Cruise And Cameron Diaz will all reported be handing out the Golden Popcorn Trophies for 2010.

Of course, not only actors will be there, but so will comedians and pro athletes including Jonah Hill, Russel Brand, Steve Carell, Shaun White, P. Diddy and the host for the night, Aziz Ansari.

So out of who's been listed thus far, who do you think is going to cause the biggest stir with their comments, actions or ad-libbing?

And who are you still hoping to be added to the lineup? Tweet us @clevvertv with your thoughts. And FYI, 2010 MTV movie award air on June 6th, but first voting for all the categories starts up on May 11th.

I'm Dana Ward catch you later!

JUSTIN BIEBER GOES TO COUNTRY

Forget pop and rap, Justin Bieber's next song has him going country!

What's up, everyone? I'm Dana Ward and you're watching ClevverTV. You better believe us when we say Justin Bieber is going country, you know why? Because he is! He confirmed rumors via Twitter that he's set to collaborate on his next album with the country group, Rascal Flatts music with me.' He was also sure to include a video link with some music from the country band, so his fans could get a clue. Plus, the lead singer of RF, Gary LeVox, also reportedly spilled that it was Justin who asked the group to work together, adding that Bieber is really talented and they have a really good song together. So what do you think this collaboration will sound like and how will Justin tie in some country style? Be sure to let us know right here and also click subscribe at YouTube.com/ClevverTV for more entertainment news, reviews and more. Dana Ward here and as always, thanks for tuning in.

VANESA HUDGENS BIRTHDAY FASHION RECAP

Stay posted for the update on Vanessa Hudgens and her 22nd Vegas birthday party. Up next.

Hey guys! Thanks for coming back to ClevverTV. I'm your host Dana Ward. So it's barely been a handful of days since the end of Vanessa, but Hudgens recently stepped out in style for her official 22nd birthday party. She hosted a

bash at Pure Nightclub in Las Vegas, telling People Magazine that she and Zac are "good" while flashing a thumbs up, adding that it's been super busy for her with 3 movies on the way, so she's excited to see what the future holds. V rocked a trendy strapless bandage dress from Herve Leger, and the sparkly silver color got mixed up with a funky black zipper up the back. And she also opted to keep to her more boho ways by keeping her tresses long and kind a messy. According to reports, Vanessa partied the night away, along with friends Ashley Tisdale and Brittany Snow, dancing on her VIP area couch and taking pics with her 3-tier birthday cake. All and all, it seemed like a fabulous fun, fashionable night for the birthday gal — what do you think? That's it for now. Remember to follow us at [Twitter.com/ClevverTV](https://twitter.com/ClevverTV) for the latest dish straight from Hollywood. I'm Dana Ward and we'll see you next time.

MIRANDA COSGROVE NEW MUSIC UPDATE: DANCING CRAZY

Get "Dancing Crazy" on iTunes: itunes.apple.com Get the 411 on Miranda Cosgrove's brand new single.

Keep watching. Hey everyone! You're back at ClevverTV, and I'm your host Dana Ward with another music update today. Well, Miranda Cosgrove is set to debut her latest single on December 21st. It's called Dancing Crazy and it's got a fun, light, carefree vibe to it. Some of the lyrics go like this: "Everybody's dancing, dancing crazy and we never stop. We never stop. Everybody's raging, raging crazy. Put your hands up. Put your hands up." Plus, there's definitely a mention of a crush: "I like you and you like me. We get together and we're happy." Dancing Crazy is available on iTunes this December 21st, and we can't wait to hear new music from Miranda and we'll probably get some in early 2011 as Cosgrove goes on tour. If you want to be in-the-know about this tour and all of the music news from your fave artists, be sure to go to [Facebook.com/ClevverTV](https://facebook.com/ClevverTV) and click LIKE.

Dana Ward here and see you later.

- Structure of show presenter text:
 - a. Introduction
 - b. Body
 - c. Conclusion

- Vocabulary relate to the text
 - a. Fave : favorit = terkenal
 - b. Up to : merencanakan
 - c. Rock : merayakan
 - d. Hats : rendah hati
 - e. Def (definite) : pasti
 - f. Keep : menerima
 - g. Etc.

- Point of Show Presenter
 1. System
 2. Delivery
 3. Language
 4. Manner
 5. Body language
 6. Visual aids

E. Method and Learning Model

Method : Cooperative Learning (Jigsaw Method)

F. Step of Learning Activity

(Meeting 1)

1. Orientation

- a. Students respond teacher's greeting.
- b. Students pay attention when the teacher checks the attendance list.
- c. Students respond and answer teacher's question

- d. Students pay attention to the teacher's explanation about the material that they will discuss.

2. The Main Activities

Pre-Test

3. Closing

- a. Students respond to the teacher's greeting.

(Meeting 2)

1. Orientation

- a. Students respond teacher's greeting.
- b. Students pay attention when the teacher checks the attendance list.
- c. Students respond and answer teacher's question
- d. Students pay attention to the teacher's explanation about the material that they will discuss.

2. The Main Activities

Building Knowledge of the Field (BKoF)

- a. Students listen to illustration relate to the topic
- b. Students answer some questions from the teacher. (Do you know Helmi Yahya, Olga Saputra and Choki Sitohang? What's their job)
- c. Students pay attention to the teacher's explanation about the show presenter

Modeling of the Task (MoT)

- a) Students pay attention to the video which entitle "Happy 21st birthdays to Taylor swift!"
- b) Students listen to difficult word related to the video

Join Construction of the Task (JCoT)

- a. Students join in the learning group and expert group
- b. Students get the material in expert group.
- c. Students understand the structure of show presenter in expert group

Independent Construction of the Task (ICoT)

- a. Students practice speaking from the text. The 1st group read the introduction, the 2nd home group read the body and the 3rd group read the closing.
- b. Students practice speaking without or with the text. Students may modify or not the text.
- c. Students do quiz in learning group to more understanding the text. (1. Mention the structure of the show presenter text? 2. Who is the presenter? 3. Please retell one of part show presenter! 4. Who was birthday? 5. Where is the text from?)

3. Closing

- a. Students pay attention to teacher's evaluation.
- b. Students respond and answer to the teacher's question whether they have any difficulties about the material or not.
- c. Students pay attention to the teacher's explanation about the conclusion of the material.
- d. Students are given assignment by the teacher.
- e. Students respond to the teacher's greeting.

(Meeting 3)

1. Orientation

- a. Students respond teacher's greeting.
- b. Students pay attention when the teacher checks the attendance list.
- c. Students respond and answer teacher's question whether any homework or not.

- d. Students pay attention to the teacher's explanation about the material that they will discuss.

2. The Main Activities

Building Knowledge of the Field (BKoF)

- a. Students review the structure of show presenter's text

Modeling of the Task (MoT)

- a. Students show the teacher's performance act as show presenter.
- b. Students learn the point (delivery and body language) of how to be show presenter in expert group

Join Construction of the Task (JCoT)

- a. Students get text "JUSTIN BIEBER GOES TO COUNTRY"
- b. Students act as a show presenter (learning group) use the that text

Independent Construction of the Task (ICoT)

- a. Students give comment to their friends performance

3. Closing

- a. Students pay attention to teacher's evaluation.
- b. Students respond and answer to the teacher's question whether they have any difficulties about the material or not.
- c. Students pay attention to the teacher's explanation about the conclusion of the material.
- d. Students respond to the teacher's greeting.

(Meeting 4)

1. Orientation

- a. Students respond teacher's greeting.
- b. Students pay attention when the teacher checks the attendance list.

- c. Students respond and answer teacher's question whether any homework or not.

2. The Main Activities

Building Knowledge of the Field (BKoF)

- a. Students are asked to mention the element of show presenter
- b. Students pay attention to the teacher's explanation about element of show presenter

Modeling of the Task (MoT)

- a. Students listen and pay attention to the teacher's performance
- b. Each of students get text and read aloud the text in expert group following the instruction of teacher

Join Construction of the Task (JCoT)

- a. Students modify the text in expert group
- b. Students check their text to the teacher

Independent Construction of the Task (ICoT)

- a. Students practice speaking from the text. The 1st group read the introduction, the 2nd home group read the body and the 3rd group read the closing.
- b. Students practice speaking without or with the text. Students may explore or not with the text.
- c. Students do quiz in home group to more understanding the text. (1. Mention the structure of the show presenter text? 2. Who is the presenter? 3. Please retell one of part show presenter! 4. Who was birthday? 5. Where is the text from?)

3. Closing

- a. Students pay attention to teacher's evaluation.

- b. Students respond and answer to the teacher's question whether they have any difficulties about the material or not.
- c. Students pay attention to the teacher's explanation about the conclusion of the material.
- d. Students are given assignment by the teacher.
- e. Students respond to the teacher's greeting.

(Meeting 5)

1. Orientation

- a. Students respond teacher's greeting.
- b. Students pay attention when the teacher checks the attendance list.
- c. Students respond and answer teacher's question whether any homework or not.
- d. Students pay attention to the teacher's explanation about the material that they will discuss.

2. The Main Activities

Building Knowledge of the Field (BKoF)

- a. Students are asked to mention some of the structure of show presenter's text
- b. Students pay attention to the teacher's explanation about the element of performance

Modeling of the Task (MoT)

- a. Students listen and pay attention to the teacher's performance.
- b. Students watch the video
- c. Students get text "VANESA HUDGENS BIRTHDAY FASHION RECAP"

Join Construction of the Task (JCoT)

- a. Students find the introduction, body, conclusion, difficult word, and conjunction in expert group.
- b. Students back to learning group then tell what they get in expert group

Independent Construction of the Task (ICoT)

- a. Students answer the question from the teacher relate to the text in learning group
- b. Students make a text in group (homework)

3. Closing

- a. Students pay attention to teacher's evaluation.
- b. Students respond and answer to the teacher's question whether they have any difficulties about the material or not.
- c. Students pay attention to the teacher's explanation about the conclusion of the material.
- d. Students are given assignment by the teacher.
- e. Students respond to the teacher's greeting

(Meeting 6)**1. Orientation**

- a. Students respond teacher's greeting.
- b. Students pay attention when the teacher checks the attendance list.
- c. Students respond and answer teacher's question whether any homework or not.
- d. Students pay attention to the teacher's explanation about the material that they will discuss.

2. The Main Activities**Building Knowledge of the Field (BKoF)**

- a) Students are asked to mention some of the structure of show presenter's text.
- b) Students pay attention to the teacher's explanation about some of point assessment in show presenter.

Modeling of the Task (MoT)

- a) Students listen and pay attention to the teacher's performance.
- b) Students practice imitate the video
- c) Students get text "MIRANDA COSGROVE NEW MUSIC UPDATE: DANCING CRAZY"
- d) Students analysis the introduction, body, conclusion, conjunction and difficult word in expert group

Join Construction of the Task (JCoT)

- a. Students show their homework to their learning group
- b. Students give comment each other relate to the homework (peer assessment)
- c. Students go to the expert group then show their homework and give comment each other.
- d. Students discussion their text in expert group

Independent Construction of the Task (ICoT)

- a. Students practice to be show presenter using their text
- b. Students modify their text is gotten to the last test.

3. Closing

- a. Students pay attention to teacher's evaluation.
- b. Students respond and answer to the teacher's question whether they have any difficulties about the material or not.
- c. Students pay attention to the teacher's explanation about the conclusion of the material.

- d. Students are given assignment by the teacher.
- e. Students respond to the teacher's greeting

(Meeting 7)

1. Orientation

- a. Students respond teacher's greeting.
- b. Students pay attention when the teacher checks the attendance list.
- c. Students respond and answer teacher's question whether any homework or not.
- d. Students pay attention to the teacher's explanation about the material that they will discuss.

2. The Main Activities

Building Knowledge of the Field (BKoF)

- a) Students are asked to mention some of the structure of show presenter's text
- b) Students pay attention to the teacher's explanation about some of point assessment in show presenter.

Modeling of the Task (MoT)

- a. Students listen and pay attention to the teacher's performance.

Join Construction of the Task (JCoT)

- a. Students get text "MTV has made it's first wave of presenter announcements for its next award show"
- b. Students join in the expert team then analyze that text

Independent Construction of the Task (ICoT)

- a. Students act as show presenter using that text
- b. Students prepare the text for speaking test (post test) next week.
- c. Students may use the text that they got.

3. Closing

- a. Students pay attention to teacher's evaluation.
- b. Students respond and answer to the teacher's question whether they have any difficulties about the material or not.
- c. Students pay attention to the teacher's explanation about the conclusion of the material.
- d. Students respond to the teacher's greeting

(Meeting 8)**1. Orientation**

- a. Students respond teacher's greeting.
- b. Students pay attention when the teacher checks the attendance list.
- c. Students respond and answer teacher's question whether any homework or not.
- d. Students pay attention to the teacher's explanation about the material that they will discuss.

2. The Main Activities

Post Test

3. Closing

- a. Students respond to the teacher's greeting

G. Source and media of the study

- 1) www.CleverTv.com
- 2) Interlanguage: English for Senior High School Students XI (Language Study Program)
- 3) LCD

H. Assessment

Rubric Speaking Test

Aspect	Score	Explanation
Pronunciation	5	Speech consists of almost appropriate pronunciation.
	4	Speech consists of hardly incorrect pronunciation.
	3	Speech consists of some of inappropriate pronunciation.
	2	Speech consists of mostly inappropriate pronunciation.
	1	Speech consists of very poor pronunciation.
Vocabulary	5	Use of wide of vocabulary taught previously.
	4	Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words in presentation.
	2	Mistake of words and very limited vocabulary make presentation quite difficult Vocabulary limitations so extreme.
	1	Vocabulary limitations so extreme as to make presentation virtually impossible as to make presentation virtually impossible
Grammar	5	Makes few noticeable errors of grammar or word order or word order
	4	Occasionally makes grammatical and /or word order errors which occasionally obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.
	1	Errors in grammar and word so severe as to make conversation virtually unintelligible
Performance	5	Body language and delivery are very good.
	4	Body language and delivery are good.
	3	Body language and delivery are moderate.
	2	Body language and delivery are poor.
	1	Body language and delivery are very weak.

Content	5	Ideas highly organized, covers all the elements of the expressions.
	4	Ideas well organized, covers almost all of the elements of the expressions.
	3	Ideas fair organized, some missing parts of the elements of the expressions.
	2	Ideas poor organized, covers only the main elements of the expressions.
	1	Unorganized ideas, a lot of missing parts of the elements.

➤ Scoring

1. Maximum score for each student: 25
2. To obtain an exact score, we divide the total score with the maximum score and multiply with 100.

The formula is: $\frac{\Sigma_{total}}{\Sigma_{aspect}} \times 100$

Appendix 5**INTERVIEWS SHEET**

The interview with an English teacher at eleventh year of SMA N 12 Semarang in the academic year of 2010/2011, the questions are:

- a. What is the technique of teaching and learning process in Language Program?
- b. Have students ever acted as presenter before?
- c. What are the students' difficulties as the presenter?

Appendix 6**PRE-TEST, SPEAKING TEST 1 AND POST TEST**

1. Here, there are some words
 - a. Birthday
 - b. Taylor Swift
 - c. 13th December
 - d. 21 years old
 - e. Singer-songwriter
 - f. Pizza
2. Now, arrange that words into one paragraph include introduction, body and closing.
3. Please, act as a show presenter using that paragraph.
4. The performance is given about 1.5 minutes each of you.
5. Use the visual aid as you can.
6. You can use your own paragraph which doesn't include those words in the first point.

Appendix 7**QUESTIONNAIRE**

Nama :
NIS :
Kelas :

Petunjuk penulisan:

1. Tulislah nama, NIS dan kelas anda pada tempat yang disediakan.
2. Jawablah pertanyaan-pertanyaan berikut sesuai dengan pendapat anda sendiri.

Pertanyaan

- 1) Apakah belajar bahasa Inggris sangat penting untuk kehidupan kalian?
 - a. Ya
 - b. Tidak
- 2) Apakah kalian mengalami kesulitan tampil dalam belajar “Show Presenter”?
 - a. Ya
 - b. Tidak
- 3) Apakah kalian mengalami kemudahan dalam belajar “Show Presenter” setelah berkelompok dengan metode jigsaw?
 - a. Ya
 - b. Tidak
- 4) Apakah kalian senang dengan cara berkelompok yang digunakan dalam pembelajaran?
 - a. Ya
 - b. Tidak
- 5) Perlukah metode Jigsaw digunakan dalam melanjutkan materi bahasa Inggris selanjutnya?
 - a. Ya
 - b. Tidak

Appendix 7**QUESTIONNAIRE**

Nama :
NIS :
Kelas :

Petunjuk penulisan:

1. Tulislah nama, NIS dan kelas anda pada tempat yang disediakan.
2. Jawablah pertanyaan-pertanyaan berikut sesuai dengan pendapat anda sendiri.

Pertanyaan

- 1) Apakah belajar bahasa Inggris sangat penting untuk kehidupan kalian?
 - a. Ya
 - b. Tidak
- 2) Apakah kalian mengalami kesulitan tampil dalam belajar “Show Presenter”?
 - a. Ya
 - b. Tidak
- 3) Apakah kalian mengalami kemudahan dalam belajar “Show Presenter” setelah berkelompok dengan metode jigsaw?
 - a. Ya
 - b. Tidak
- 4) Apakah kalian senang dengan cara berkelompok yang digunakan dalam pembelajaran?
 - a. Ya
 - b. Tidak
- 5) Perlukah metode Jigsaw digunakan dalam melanjutkan materi bahasa Inggris selanjutnya?
 - a. Ya
 - b. Tidak

Appendix 7**QUESTIONNAIRE**

Nama :
NIS :
Kelas :

Petunjuk penulisan:

1. Tulislah nama, NIS dan kelas anda pada tempat yang disediakan.
2. Jawablah pertanyaan-pertanyaan berikut sesuai dengan pendapat anda sendiri.

Pertanyaan

- 1) Apakah belajar bahasa Inggris sangat penting untuk kehidupan kalian?
 - a. Ya
 - b. Tidak
- 2) Apakah kalian mengalami kesulitan tampil dalam belajar “Show Presenter”?
 - a. Ya
 - b. Tidak
- 3) Apakah kalian mengalami kemudahan dalam belajar “Show Presenter” setelah berkelompok dengan metode jigsaw?
 - a. Ya
 - b. Tidak
- 4) Apakah kalian senang dengan cara berkelompok yang digunakan dalam pembelajaran?
 - a. Ya
 - b. Tidak
- 5) Perlukah metode Jigsaw digunakan dalam melanjutkan materi bahasa Inggris selanjutnya?
 - a. Ya
 - b. Tidak

Appendix 7**QUESTIONNAIRE**

Nama :
NIS :
Kelas :

Petunjuk penulisan:

1. Tulislah nama, NIS dan kelas anda pada tempat yang disediakan.
2. Jawablah pertanyaan-pertanyaan berikut sesuai dengan pendapat anda sendiri.

Pertanyaan

- 1) Apakah belajar bahasa Inggris sangat penting untuk kehidupan kalian?
 - a. Ya
 - b. Tidak
- 2) Apakah kalian mengalami kesulitan tampil dalam belajar “Show Presenter”?
 - a. Ya
 - b. Tidak
- 3) Apakah kalian mengalami kemudahan dalam belajar “Show Presenter” setelah berkelompok dengan metode jigsaw?
 - a. Ya
 - b. Tidak
- 4) Apakah kalian senang dengan cara berkelompok yang digunakan dalam pembelajaran?
 - a. Ya
 - b. Tidak
- 5) Perlukah metode Jigsaw digunakan dalam melanjutkan materi bahasa Inggris selanjutnya?
 - a. Ya
 - b. Tidak

Appendix 8

List of Expert and Learning Group

Expert Groups

Learning Group 1	Learning Group 2	Learning Group 3	Learning Group 4	Learning Group 5
Ade Arga A.	Dewi A. S.	Heru S.	Muchlisin	Rizky A.
Adelliya P.	Diah M. W.	Iponk Q.	Novi I.	Safira M.
Afif S.	Dyah A.	Ivan N.	Nurul F.	Septi E.
Anjar S. U.	Fajar I.	Khoirunnisa	Paulus S.	Taoviq H.
Bunga L. A.	Ginanjari Y.	Lilik V.	Randitya W.	Welly S.
Dega B. P.			Restu Shade	Yekti Y.

Learning Groups

Expert Group 1	Expert Group 2	Expert Group 3	Expert Group 4	Expert Group 5
Ade Arga A.	Adelliya P.	Afif S.	Anjar S. U.	Bunga L. A.
Dewi A. S.	Diah M. W.	Dyah A.	Fajar I.	Ginanjari Y.
Heru S.	Iponk Q.	Ivan N.	Khoirunnisa	Lilik V.
Muchlisin	Novi I.	Nurul F.	Paulus S.	Randitya W.
Rizky A.	Safira M	Septi E.	Taoviq H.	Welly S.
	Dega B. P.	Restu S.	Yekti Y	

Appendix 9**OBSERVATION SHEET CHECKLIST****MEETING : First Meeting****DATE : February 1st, 2011****OBSERVER : Tsaniyatun Maunah**

NO	NAMA	CHECKLIST				
		A	B	C	D	E
1	ADE ARGA AGUSTINI	V				
2	ADELLIYA PUSPASARI		V			
3	AFIF SETIANTO				V	
4	ANJAR SATRIYO UTOMO			V		
5	BUNGA LALA ANGGREANI				V	
6	DEGA BUDI PRASETYA					V
7	TAOVIQ HIDAYAT		V			
8	WELLY SETIADI			V		
9	YEKTI YULIANTI	V				

MEETING : First Meeting**DATE : February 1st, 2011****OBSERVER : Novi Praharanti**

NO	NAMA	CHECKLIST				
		A	B	C	D	E
1	DEWI ARUM SARI			V		
2	DIAH MEGA WATI		V			
3	DYAH AJENG KUSUMA WARDANI				V	
4	FAJAR INDRA SETYO BUDI	V				
5	GINANJAR YANUANTO					V
6	RIZKY ADISTA HIDAYAT		V			
7	SAFIRA MEILINASARI					V
8	SEPTI ERVIANA DEWI	V				
9	RESTU SHADE PRAMASTIKO			V		

Appendix 9

OBSERVATION SHEET CHECKLIST

MEETING : First Meeting

DATE : February 1st, 2011

OBSERVER : Sahlan, S. Pd

NO	NAMA	CHECKLIST				
		A	B	C	D	E
1	HERU SETIAWAN		V			
2	IPONK QUINN SEBASTIAN			V		
3	IVAN NANDA PRATAMA					
4	KHOIRUNNISA		V			
5	LILIK VIHANTARA				V	
6	MUCHLISIN	V				
7	NOVI INDARWATI			V		
8	NURUL FAUZIAH				V	
9	PAULUS STEVY ADRIAN		V			
10	RANDITYA WISNU PRASADHANA	V				

A = *Keaktifan siswa dalam pembelajaran*B = *Keberanian siswa dalam bertanya dan menjawab pertanyaan*C = *Keseriusan siswa dalam bekerja sama dalam kelompok*D = *Antusias siswa dalam berinteraksi dengan teman kelompok*E = *Keseriusan siswa dalam mengerjakan tugas*

Appendix 10

ANALYSIS OF TEST IN SMA N 12 SEMARANG

NO	CODE	THE PRE-TEST		THE SPEAKING TEST 1		THE POST TEST	
		Total	Score	Total	Score	Total	Score
1	S-1	12	48	17	68	18	72
2	S-2	12	48	18	72	19	76
3	S-3	12	48	17	68	19	76
4	S-4	17	68	20	80	21	84
5	S-5	12	48	15	60	17	68
6	S-6	12	48	17	68	18	72
7	S-7	10	40	15	60	17	68
8	S-8	12	48	17	68	19	76
9	S-9	14	56	16	64	17	68
10	S-10	17	68	20	80	21	84
11	S-11	9	36	14	56	17	68
12	S-12	10	40	15	60	17	68
13	S-13	14	56	17	68	18	72
14	S-14	14	56	17	68	18	72
15	S-15	10	40	15	60	15	60
16	S-16	9	36	14	56	15	60
17	S-17	8	32	14	56	14	56
18	S-18	8	32	15	60	16	64
19	S-19	13	52	16	64	17	68
20	S-20	17	68	19	76	20	80
21	S-21	8	32	15	60	15	60
22	S-22	12	48	17	68	18	72
23	S-23	8	32	14	56	16	64
24	S-24	9	36	15	60	18	72
25	S-25	9	36	16	64	17	68
26	S-26	9	36	16	64	17	68
27	S-27	8	32	15	60	19	76
28	S-28	9	36	16	64	18	72
Σ		314	1254	452	1810	491	1964
Average		45	45	65	65	70	70

Appendix 11

**RESULT OF THE STUDENTS' ACHIEVEMENT
IN THE PRE-TEST**

NO	Name	The pre-test					Total	Score
		A	B	C	D	E		
1	Ade Arga Agustini	3	2	3	2	2	12	48
2	Adelliya Puspasari	3	2	2	2	3	12	48
3	Afif Setianto	2	3	3	1	3	12	48
4	Anjar Satriyo Utomo	3	3	4	3	4	17	68
5	Bunga Lala Anggreani	2	3	2	2	3	12	48
6	Dega Budi Prasetya	2	3	2	3	2	12	48
7	Dewi Arum Sari	2	2	2	2	2	10	40
8	Diah Mega Wati	2	3	2	2	3	12	48
9	Dyah Ajeng K. Wardani	3	2	3	3	3	14	56
10	Fajar Indra Setyo Budi	3	4	3	3	4	17	68
11	Ginanjari Yanuanto	2	2	2	2	1	9	36
12	Heru Setiawan	2	2	2	2	2	10	40
13	Iponk Quinn Sebastian	2	3	2	3	4	14	56
14	Ivan Nanda Pratama	2	3	2	3	2	12	48
15	Khoirunnisa	2	2	2	2	2	10	40
16	Lilik Vihantara	2	2	2	2	1	9	36
17	Muchlisin	1	2	2	2	1	8	32
18	Novi Indarwati	1	2	2	2	1	8	32
19	Nurul Fauziah	3	3	2	2	3	13	52
20	Paulus Stevy Adrian	3	4	3	3	4	17	68
21	Randitya W. Prasadhana	2	1	2	2	1	8	32
22	Restu Shade Pramastiko	2	3	2	2	3	12	48
23	Rizky Adista Hidayat	1	2	2	1	2	8	32
24	Safira Meilinasari	2	2	2	2	1	9	36
25	Septi Erviana Dewi	2	2	2	2	1	9	36
26	Taoviq Hidayat	1	2	2	2	2	9	36
27	Welly Setiadi	2	3	2	1	3	8	32
28	Yekti Yulianti	2	2	2	2	1	9	36
Σ		59	69	63	60	64	314	1254
Mean							45	45

Which

- A = pronunciation
- B = vocabulary
- C = grammar
- D = performance
- E = content

Appendix 11

Name : ADE ARGA AGUSTINI

Student Number : 1

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	2
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		12

Appendix 11

Name : **ADELLIYA PUSPASARI**

Student Number : 2

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	3
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		12

Appendix 11Name : **AFIF SETIANTO**

Student Number : 3

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	1
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	3
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		12

Appendix 11

Name : ANJAR SATRIYO UTOMO

Student Number : 4

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	4
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	3
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		17

Appendix 11Name : **BUNGA LALA ANGGREANI**

Student Number : 5

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	3
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		12

Appendix 11Name : **DEGA BUDI PRASETYA**

Student Number : 6

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	3
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	2
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		12

Appendix 11Name : **DEWI ARUMSARI**

Student Number : 7

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	2
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		15

Appendix 11

Name : DIAH MEGAWATI

Student Number : 8

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	3
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		12

Appendix 11Name : **DYAH AJENG KUSUMA WARDANI**

Student Number : 9

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	3
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	3
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		14

Appendix 11Name : **FAJAR INDRA SETYO BUDI**

Student Number : 10

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	4
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	3
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	3
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		17

Appendix 11Name : **GINANJAR YANUANTO**

Student Number : 11

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	1
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		9

Appendix 11Name : **HERU SETIAWAN**

Student Number : 12

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	f. Makes few noticeable errors of grammar or word order.	
	g. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	h. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	i. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	j. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	2
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		10

Appendix 11Name : **IPONK QUINN SEBASTIAN**

Student Number : 13

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	2
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		10

Appendix 11Name : **IVAN NANDA PRATAMA**

Student Number : 14

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible as to make presentation virtually impossible	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order or word order	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning.	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	3
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	2
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		12

Appendix 11Name : **KHOIRUNNISA**

Student Number : 15

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	2
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		10

Appendix 11Name : **LILIK VIHANTARA**

Student Number : 16

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	1
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		9

Appendix 11

Name : MUCHLISIN

Student Number : 17

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	1
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	1
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		8

Appendix 11Name : **NOVI INDARWATI**

Student Number : 18

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	1
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	2
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		8

Appendix 11

Name : NURUL FAUZIAH

Student Number : 19

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	3
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		13

Appendix 11Name : **PAULUS STEVY ADRIAN**

Student Number : 20

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	4
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	3
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		17

Appendix 11Name : **RANDITYA WISNU PRASADHANA**

Student Number : 21

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	1
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	1
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		8

Appendix 11Name : **RESTU SHADE PRAMASTIKO**

Student Number : 22

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	2
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		12

Appendix 11Name : **RIZKY ADISTA HIDAYAT**

Student Number : 23

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	1
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	1
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	2
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		8

Appendix 11Name : **SAFIRA MEILINASARI**

Student Number : 24

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	1
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		9

Appendix 11Name : **SEPTI ERVIANA DEWI**

Student Number : 25

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	1
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		9

Appendix 11Name : **TAOVIQ HIDAYAT**

Student Number : 26

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	1
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	2
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		9

Appendix 11Name : **WELLY SETIADI**

Student Number : 27

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	1
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	3
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		8

Appendix 11Name : **YEKTI YULIANTI**

Student Number : 28

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	2
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	2
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	1
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		9

Appendix 12

THE RESULT OF THE STUDENTS' ACHIEVEMENT IN THE SPEAKING TEST 1

NO	Name	Speaking Test 1					Total	Score
		A	B	C	D	E		
1	Ade Arga Agustini	4	3	3	3	4	17	68
2	Adelliya Puspasari	3	4	3	4	4	18	72
3	Afif Setianto	3	3	3	4	4	17	68
4	Anjar Satriyo Utomo	3	4	4	4	5	20	80
5	Bunga Lala Anggreani	2	3	2	4	4	15	60
6	Dega Budi Prasetya	3	3	3	4	4	17	68
7	Dewi Arum Sari	2	3	2	4	4	15	60
8	Diah Mega Wati	3	4	2	4	4	17	68
9	Dyah Ajeng K. Wardani	3	3	2	4	4	16	64
10	Fajar Indra Setyo Budi	4	4	4	4	4	20	80
11	Ginanjari Yanuanto	2	3	2	4	3	14	56
12	Heru Setiawan	3	3	3	3	3	15	60
13	Iponk Quinn Sebastian	3	3	3	4	4	17	68
14	Ivan Nanda Pratama	3	3	3	4	4	17	68
15	Khoirunnisa	3	3	3	3	3	15	60
16	Lilik Vihantara	2	3	2	4	3	14	56
17	Muchlisin	2	3	3	3	3	14	56
18	Novi Indarwati	3	3	2	3	4	15	60
19	Nurul Fauziah	3	4	2	3	4	16	64
20	Paulus Stevy Adrian	4	4	3	4	4	19	76
21	Randitya W. Prasadhana	2	3	2	4	4	15	60
22	Restu Shade Pramastiko	3	3	3	4	4	17	68
23	Rizky Adista Hidayat	3	3	2	3	3	14	56
24	Safira Meilinasari	2	3	2	4	4	15	60
25	Septi Erviana Dewi	3	3	2	4	4	16	64
26	Taoviq Hidayat	2	4	2	4	4	16	64
27	Welly Setiadi	3	3	2	3	4	15	60
28	Yekti Yulianti	3	3	2	4	4	16	64
Σ							452	1810
Mean							65	65

Which

- A = pronunciation
- B = vocabulary
- C = grammar
- D = performance
- E = content

Appendix 12

Name : ADE ARGA AGUSTINI

Student Number : 1

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	4
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	3
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		17

Appendix 12Name : **ADELLIYA PUSPASARI**

Student Number : 2

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	4
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		18

Appendix 12Name : **AFIF SETIANTO**

Student Number : 3

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		17

Appendix 12

Name : ANJAR SATRIYO UTOMO

Student Number : 4

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	4
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	4
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	5
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		20

Appendix 12Name : **BUNGA LALA ANGGREANI**

Student Number : 5

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		15

Appendix 12Name : **DEGA BUDI PRASETYA**

Student Number : 6

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		17

Appendix 12Name : **DEWI ARUMSARI**

Student Number : 7

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		15

Appendix 12Name : **DIAH MEGAWATI**

Student Number : 8

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	4
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		17

Appendix 12Name : **DYAH AJENG KUSUMA WARDANI**

Student Number : 9

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		16

Appendix 12Name : **FAJAR INDRA SETYO BUDI**

Student Number : 10

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	4
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	4
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	4
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		20

Appendix 12Name : **GINANJAR YANUANTO**

Student Number : 11

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	3
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		14

Appendix 12Name : **HERU SETIAWAN**

Student Number : 12

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		15

Appendix 12Name : **IPONK QUINN SEBASTIAN**

Student Number : 13

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		17

Appendix 12Name : **IVAN NANDA PRATAMA**

Student Number : 14

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible as to make presentation virtually impossible	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order or word order	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning.	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		17

Appendix 12Name : **KHOIRUNNISA**

Student Number : 15

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	3
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	3
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		15

Appendix 12Name : **LILIK VIHANTARA**

Student Number : 16

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	3
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		14

Appendix 12

Name : MUCHLISIN

Student Number : 17

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	3
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	3
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		14

Appendix 12Name : **NOVI INDARWATI**

Student Number : 18

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	3
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		15

Appendix 12

Name : NURUL FAUZIAH

Student Number : 19

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	4
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	3
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		16

Appendix 12Name : **PAULUS STEVY ADRIAN**

Student Number : 20

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	4
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	4
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		19

Appendix 12Name : **RANDITYA WISNU PRASADHANA**

Student Number : 21

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		15

Appendix 12Name : **RESTU SHADE PRAMASTIKO**

Student Number : 22

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		17

Appendix 12Name : **RIZKY ADISTA HIDAYAT**

Student Number : 23

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	3
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	3
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		14

Appendix 12Name : **SAFIRA MEILINASARI**

Student Number : 24

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		15

Appendix 12Name : **SEPTI ERVIANA DEWI**

Student Number : 25

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		16

Appendix 12Name : **TAOVIQ HIDAYAT**

Student Number : 26

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		16

Appendix 12Name : **WELLY SETIADI**

Student Number : 27

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	2
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		15

Appendix 12Name : **YEKTI YULIANTI**

Student Number : 28

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	2
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		16

Appendix 13

Result of the Students' Achievement in the Post Test

NO	Name	Post test					Total	Score
		A	B	C	D	E		
1	Ade Arga Agustini	4	3	3	4	4	18	72
2	Adelliya Puspasari	3	4	3	4	5	19	76
3	Afif Setianto	3	4	3	4	5	19	76
4	Anjar Satriyo Utomo	3	4	4	5	5	21	84
5	Bunga Lala Anggreani	3	3	3	4	4	17	68
6	Dega Budi Prasetya	3	4	3	4	4	18	72
7	Dewi Arum Sari	3	3	3	4	4	17	68
8	Diah Mega Wati	3	4	3	4	5	19	76
9	Dyah Ajeng K. Wardani	3	3	3	4	4	17	68
10	Fajar Indra Setyo Budi	4	4	4	5	4	21	84
11	Ginanjari Yanuanto	3	4	2	4	4	17	68
12	Heru Setiawan	3	3	2	5	4	17	68
13	Iponk Quinn Sebastian	3	4	3	4	4	18	72
14	Ivan Nanda Pratama	3	4	3	4	4	18	72
15	Khoirunnisa	3	3	3	3	3	15	60
16	Lilik Vihantara	3	3	2	4	3	15	60
17	Muchlisin	3	3	2	3	3	14	56
18	Novi Indarwati	3	3	3	3	4	16	64
19	Nurul Fauziah	3	4	2	4	4	17	68
20	Paulus Stevy Adrian	4	4	3	4	5	20	80
21	Randitya W. Prasadhana	3	3	2	3	4	15	60
22	Restu Shade Pramastiko	3	3	3	5	4	18	72
23	Rizky Adista Hidayat	2	3	3	4	4	16	64
24	Safira Meilinasari	3	4	2	4	4	18	72
25	Septi Erviana Dewi	3	3	3	4	4	17	68
26	Taoviq Hidayat	3	3	3	4	4	17	68
27	Welly Setiadi	3	4	3	5	4	19	76
28	Yekti Yulianti	3	3	3	5	4	18	72
Σ							491	1964
Mean							70	70

Which

- A = pronunciation
 B = vocabulary
 C = grammar
 D = performance
 E = content

Appendix 13

Name : ADE ARGA AGUSTINI

Student Number : 1

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	4
	f. Speech consists of almost appropriate pronunciation.	
	g. Speech consists of hardly incorrect pronunciation.	
	h. Speech consists of some of inappropriate pronunciation.	
	i. Speech consists of mostly inappropriate pronunciation.	
	j. Speech consists of very poor pronunciation	
2	Vocabulary	3
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		18

Appendix 13

Name : ANJAR SATRIYO UTOMO

Student Number : 4

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	4
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible.	
3	Grammar	4
	a. Makes few noticeable errors of grammar or word order.	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible.	
4	Performance	5
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	5
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		21

Appendix 13Name : **IVAN NANDA PRATAMA**

Student Number : 14

SPEAKING TEST

No	Aspect	Score
1	Pronunciation	3
	a. Speech consists of almost appropriate pronunciation.	
	b. Speech consists of hardly incorrect pronunciation.	
	c. Speech consists of some of inappropriate pronunciation.	
	d. Speech consists of mostly inappropriate pronunciation.	
	e. Speech consists of very poor pronunciation	
2	Vocabulary	4
	a. Use of wide of vocabulary taught previously.	
	b. Sometimes use in appropriated terms and/or must rephrase ideas because of lexical inadequacies	
	c. Frequently uses the wrong words in presentation.	
	d. Mistake of words and very limited vocabulary make presentation quite difficult	
	e. Vocabulary limitations so extreme as to make presentation virtually impossible as to make presentation virtually impossible	
3	Grammar	3
	a. Makes few noticeable errors of grammar or word order or word order	
	b. Occasionally makes grammatical and /or word order errors which occasionally obscure meaning.	
	c. Makes frequent errors of grammar and word order which occasionally obscure meaning.	
	d. Grammar and word order errors make comprehension difficult. Most rephrase sentences and/or restrict him/herself to basic pattern.	
	e. Errors in grammar and word so severe as to make conversation virtually unintelligible so severe as to make conversation virtually unintelligible.	
4	Performance	4
	a. Body language and delivery are very good	
	b. Body language and delivery are good	
	c. Body language and delivery are moderate	
	d. Body language and delivery are poor	
	e. Body language and delivery are very weak	
5	Content	4
	a. Ideas highly organized, covers all the elements of the expressions	
	b. Ideas well organized, covers almost all of the elements of the expressions	
	c. Ideas fair organized, some missing parts of the elements of the expressions	
	d. Ideas poor organized, covers only the main elements of the expressions	
	e. Unorganized ideas, a lot of missing parts of the elements	
Σ		18

