

APPENDIX

Appendix 1. Lesson plan cycle 1

Dokumen	: RPS (Rencana Pembelajaran Semester)
Nama Mata Kuliah	: Speaking I
Jumlah sks	: 2 sks
Koordinator Tim Pembina MK	: Dra. Siti Azizah, M.Pd.
Koordinator Rumpun MK	: Dra. Siti Azizah, M.Pd.
Pengampu Mata Kuliah	: Wahyun Bardianing Panggalih, M.Pd.
Peneliti	: Ammar Nauvalino Bachri.

	UNIVERSITAS WIJAYA KUSUMA SURABAYA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS					
MATA KULIAH	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tanggal Penyusunan	
Speaking I	IKG-247	Mata Kuliah Bidang Inti Keilmuan II: Ketrampilan Berbahasa Inggris	2 sks	II	2024	
Capaian Pembelajaran (CP)	Pengembang RPS		Koordinator RMK		Ka.PRODI Pendidikan Bahasa Inggris	
	Wahyun Bardianing Panggalih, M.Pd.		Dra. Siti Azizah, M.Pd.		Dr. Ribut Surjowati, M.Pd	
	CPL Prodi (Kode S, KU, KK, P)					
	ST 9	Menunjukkan sikap bertanggung jawab atas pekerjaan dibidang keahliannya secara mandiri				
	PP 1	Menguasai konsep teoritis bahasa Inggris yang diperlukan untuk melaksanakan pembelajaran bahasa Inggris secara mendalam pada pendidikan dasar dan menengah				

	KU 1	Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan ilmu pendidikan bahasa Inggris dan pengetahuan dan keterampilan yang merupakan pengembangannya
	KU 2	Mampu menunjukkan kinerja mandiri, bermutu, dan terukur dalam melaksanakan tugas profesinya, berbasis teknologi informasi dan komunikasi
	KK 1	Mampu mengaplikasikan konsep dan prinsip didaktik-pedagogis serta keimuan Bahasa Inggris untuk merencanakan pembelajaran dengan memanfaatkan IPTEKS yang berorientasi pada kecakapan hidup (life skill)
	CP-MK (Kode M)	
		Pada akhir perkuliahan, mahasiswa mampu memahami dan menggunakan ungkapan sehari-hari: Bercerita
	SUB-CPMK (Kode L)	
	L1	Mahasiswa mampu memahami ungkapan sehari-hari: bercerita.
	L2	Mahasiswa mampu menggunakan ungkapan sehari-hari: bercerita.
Deskripsi Singkat Mata Kuliah	DESKRIPSI	
	Mata kuliah ini memberikan pengetahuan, wawasan, dan ketrampilan berbicara ungkapan sehari-hari: bercerita.	
Materi Pembelajaran/ Pokok Bahasan	Bahan Kajian	
	Materi yang memberikan informasi tentang ungkapan sehari-hari: bercerita.	

	Topik Bahasan	
		1. Telling Story
Pustaka	Utama :	
		Blundell, J., et al. 1982. Functions in English. Oxford: Oxford University Press Hadfield, J. 1990. Intermediate Communication Games. Essex: Longman. Thornbury, S. 2005. How to Teach Speaking. Essex: Longman.
Media Pembelajaran	Software	Hardware :
	<i>F.R.I.E.N.D.S</i> Movie Series dan <i>Google Drive</i> (aplikasi untuk pengumpulan speaking test)	Laptop dan Proyektor
Pengampu Mata Kuliah		
Assessment		Pengetahuan: Tes lisan.
Mata Kuliah Syarat		-

Surabaya, 22 Mei 2024

**Mengetahui,
Dosen Pengampu
Mata Kuliah Speaking I
Universitas Wijaya Kusuma
Surabaya**

**Mahasiswa Penelitian
Pendidikan Bahasa Inggris**

Wahyun Bardianing Panggalih, M.Pd

**Ammar Nauvalino Bachri
NPM.2062002**

Appendix 2. Lesson plan cycle 2

Dokumen	: RPS (Rencana Pembelajaran Semester)
Nama Mata Kuliah	: Speaking I
Jumlah sks	: 2 sks
Koordinator Tim Pembina MK	: Dra. Siti Azizah, M.Pd.
Koordinator Rumpun MK	: Dra. Siti Azizah, M.Pd.
Pengampu Mata Kuliah	: Wahyun Bardianing Panggalih, M.Pd.
Peneliti	: Ammar Nauvalino Bachri.

	UNIVERSITAS WIJAYA KUSUMA SURABAYA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS					
	MATA KULIAH	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tanggal Penyusunan
Speaking I	IKG-247	Mata Kuliah Bidang Inti Keilmuan II: Ketrampilan Berbahasa Inggris	2 sks	II	2024	
Capaian Pembelajaran (CP)	Pengembang RPS		Koordinator RMK		Ka.PRODI Pendidikan Bahasa Inggris	
	Wahyun Bardianing Panggalih, M.Pd.		Dra. Siti Azizah, M.Pd.		Dr. Ribut Surjowati, M.Pd	
	CPL Prodi (Kode S, KU, KK, P)					
	ST 9	Menunjukkan sikap bertanggung jawab atas pekerjaan dibidang keahliannya secara mandiri				
	PP 1	Menguasai konsep teoritis bahasa Inggris yang diperlukan untuk melaksanakan pembelajaran bahasa Inggris secara mendalam pada pendidikan dasar dan menengah				

	KU 1	Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan ilmu pendidikan bahasa Inggris dan pengetahuan dan keterampilan yang merupakan pengembangannya
	KU 2	Mampu menunjukkan kinerja mandiri, bermutu, dan terukur dalam melaksanakan tugas profesinya, berbasis teknologi informasi dan komunikasi
	KK 1	Mampu mengaplikasikan konsep dan prinsip didaktik-pedagogis serta keimuan Bahasa Inggris untuk merencanakan pembelajaran dengan memanfaatkan IPTEKS yang berorientasi pada kecakapan hidup (life skill)
	CP-MK (Kode M)	
		Pada akhir perkuliahan, mahasiswa mampu memahami dan menggunakan ungkapan sehari-hari: Membuat rencana
	SUB-CPMK (Kode L)	
	L1	Mahasiswa mampu memahami ungkapan sehari-hari: Membuat rencana.
	L2	Mahasiswa mampu menggunakan ungkapan sehari-hari: Membuat rencana.
Deskripsi Singkat Mata Kuliah	DESKRIPSI	
	Mata kuliah ini memberikan pengetahuan, wawasan, dan ketrampilan berbicara ungkapan sehari-hari: Membuat Rencana.	
Materi Pembelajaran/ Pokok Bahasan	Bahan Kajian	
	Materi yang memberikan informasi tentang ungkapan sehari-hari: Membuat rencana.	

	Topik Bahasan	
		1. Making Plan
Pustaka	Utama :	
		Blundell, J., et al. 1982. Functions in English. Oxford: Oxford University Press Hadfield, J. 1990. Intermediate Communication Games. Essex: Longman. Thornbury, S. 2005. How to Teach Speaking. Essex: Longman.
Media Pembelajaran	Software	Hardware :
	<i>F.R.I.E.N.D.S</i> Movie Series dan <i>Google Drive</i> (aplikasi untuk pengumpulan speaking test)	Laptop dan Proyektor
Pengampu Mata Kuliah		
Assessment		Pengetahuan: Tes lisan.
Mata Kuliah Syarat		-

Surabaya, 22 Mei 2024

**Mengetahui,
Dosen Pengampu
Mata Kuliah Speaking I
Universitas Wijaya Kusuma
Surabaya**

**Mahasiswa Penelitian
Pendidikan Bahasa Inggris**

Wahyun Bardianing Panggalih, M.Pd

**Ammar Nauvalino Bachri
NPM.20620028**

Appendix 3. Rubric Scoring

Table 2.1 Rubric Scoring

Aspects	Score	Criteria
Content	30 – 27	Students show full understanding of the topic. Dialogue is relevant to the topic, giving insight to the character's emotion and intent as well as the setting.
	26 – 22	Students show general understanding of the topic. Dialogue is relevant to the topic, giving insight to the character's emotion and intent.
	21 – 17	Students show some understanding of the topic. Dialogue is somehow relevant.
	16 – 13	Students do not seem to understand the topic. Irrelevant dialogue.
Presentation Skills	20 – 18	Student speaks clearly all of the time, volume is appropriate, stays on topic 100% of the time, establishes and maintains good posture, uses vocabulary that is appropriate for the audience
	17 – 14	Student speaks clearly most of the time, volume is appropriate most of the time, generally stays on topic, maintains eye contact and good posture for majority of presentation, usually uses vocabulary appropriate for audience
	13 – 10	Student speaks clearly some of the time, strays from topic, has limited eye contact with audience, posture is sometimes poor, volume is not consistent, vocabulary is poor
	9 – 7	Student often mumbles and/or cannot be understood, hard to tell what topic is, slouches and does not make eye contact, makes major grammatical and pronunciation mistakes.
Vocabulary	20 – 18	Using appropriate vocabulary like native speaker
	17 – 14	Using some appropriate vocabulary
	13 – 10	There is some inappropriate vocabulary
	9 – 7	Inappropriate vocabulary is used throughout the dialogue

Fluently – Comprehensibility	25 – 22	Speaker uses language correctly, including grammar, spelling, word order, and punctuation. Listener understands all of what the speakers are trying to communicate.
	21 – 18	Speaker usually uses language correctly, including grammar, spelling, word order, and punctuation. Listener understands most of what the speakers are trying to communicate.
	17 – 11	Speaker has some problems with language usage. Listener understands less than half of what the speakers are trying to communicate.
	10 – 5	Speaker makes many errors in language usage. Listener understands little of what the speakers are trying to communicate.
Convention	5	There are no errors in pronunciation
	4	There are few errors in pronunciation
	3	There are several errors in pronunciation
	2	Need to learn more pronunciation

Appendix 4. Teacher Observation Checklist

Item Observed	Yes	No	
Pre-activity			
The teacher greeted, prayed, and checked the attendance list of the students	√		
The teacher motivated students and demonstrated the goals of their studies	√		
While-Activity			
The teacher gave a chance to student to the student to watch <i>F.R.I.E.N.D.S</i> movies prepared by the teacher	√		

The teacher asked the students to identify how the actors' pronouns, fluency, vocabulary, grammar, and comprehension		√	
The teacher explained the speaking skill material indicators	√		
The teacher asked the students to make a dialogue and do a speaking test about the speaking skill material indicators that the teacher explained and submitted in <i>Google Drive</i> that the teacher prepared.	√		
Post-Activity			
The researcher gave the conclusion of the lesson	√		
The teacher closed the lesson with a greeting and advises the student	√		

Appendix 5. Students Observation Checklist

Aspects	Yes	No
Students came to the class on time	√	
Students payed attention and then gave a response	√	

Students engaged in active learning and studied seriously	√	
Students were interested in doing the speaking test after watching <i>F.R.I.E.N.D.S</i> movies	√	
Students asked for explanations from the teacher on parts of speaking that they found difficult to understand		√
Students made a dialogue and did the speaking test	√	
Students were excited about the implementation process	√	
There was engagement between the teacher and the students	√	

Appendix 6. Teacher Observation Checklist

Item Observed	Yes	No	
Pre-activity			
The teacher greeted, prayed, and checked the attendance list of the students	√		
The teacher motivated students and demonstrated the goals of their studies	√		
While-Activity			

The teacher gave a chance to student to the student to watch <i>F.R.I.E.N.D.S</i> movies prepared by the teacher	√		
The teacher asked the students to identify how the actors' pronouns, fluency, vocabulary, grammar, and comprehension	√		
The teacher explained the speaking skill material indicators	√		
The teacher asked the students to make a dialogue and do a speaking test about the speaking skill material indicators that the teacher explained and submitted in <i>Google Drive</i> that the teacher prepared.	√		
Post-Activity			
The researcher gave the conclusion of the lesson	√		
The teacher closed the lesson with a greeting and advises the student	√		

Appendix 7. Students Observation Checklist

Aspects	Yes	No
Students came to the class on time	√	
Students payed attention and then gave a response	√	
Students engaged in active learning and studied seriously	√	
Students were interested in doing the speaking test after watching <i>F.R.I.E.N.D.S</i> movies	√	
Students asked for explanations from the teacher on parts of speaking that they found difficult to understand	√	
Students made a dialogue and did the speaking test	√	
Students were excited about the implementation process	√	
There was engagement between the teacher and the students	√	

Appendix 8. Using the *F.R.I.E.N.D.S* Movie Series

Cycle 1



Cycle 2



Appendix 9. Documentation Activities during learning process in Cycle 1-2

