APPENDIX

LESSON PLAN

FIRST EXPERIMENT CLASS *PRE-TEST*

School : SMA SEMEN GRESIK
Subject : Bahasa Inggris
Class / Semester : X IPA 3 / 1
Time : 90 Minute

A. Core Competence

K3: Understand knowledge (factual, conceptual and procedural) based on a sense of curiousity about science, technology, cultural arts, related phenomena and visible events.

K4: Trying to process, present, in the concete realm (using, parsing, arranging, modifying, and making) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources similar to point of view / theory.

B. Basic Competence

3.5 Responding to meaning formal and sustained transactional (to get things done) and interpersonal (socialized) conversations accurately, fluently, acceptably using a variety of spoken languages in the context of daily life and involving speech acts: advising, warning, graduating request, and express feelings of relief, pain, and pleasure.

4.5 Expressing meaning formal and sustained transactional (to get things done) and interpersonal (socialized) conversations accurately, fluently, acceptably using a variety of spoken languages in the context of daily life and involving speech acts: advising, warning, graduating request, and express feelings of relief, pain, and pleasure.

C. Indicator

1. Listening

D. Learning objectives

1. Students can answer question from videos on telegram application about meeting a new member

E. Learning Activities

Stages	Activities	Time
Before Class	1. The teacher enter the class and greeting 2. Start the lesson with pray (head of the class) 3. The teacher check the attendance list 4. The teacher give the information about the lesson today	10 menit
During Class	1. The teacher give the lesson 2. The teacher give the video through telegram 3. The teacher give the assignment	60 menit

	4. The teacher ask the student to do the assignment 5. The teacher check the student's paper 6. The teacher ask the students to collect the assignment	
At the end of the Class	1. The teacher check the attendance list 2. The teacher give motivation 3. The teacher close the lesson.	20 menit

F. Score

1. Score Instrument : rubric score
2. Kind of score : answer the question that relate with video

LESSON PLAN

FIRST EXPERIMENT CLASS *POST-TEST*

School : SMA SEMEN GRESIK
Subject : Bahasa Inggris
Class / Semester : X IPA 3 / 1
Time : 90 Minute

A. Core Competence

K3: Understand knowledge (factual, conceptual and procedural) based on a sense of curiousity about science, technology, cultural arts, related phenomena and visible events.

K4: Trying to process, present, in the concete realm (using, parsing, arranging, modifying, and making) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources similar to point of view / theory.

B. Basic Competence

3.5 Responding to meaning formal and sustained transactional (to get things done) and interpersonal (socialized) conversations accurately, fluently, acceptably using a variety of spoken languages in the context of daily life and involving speech acts: advising, warning, graduating request, and express feelings of relief, pain, and pleasure.

4.5 Expressing meaning formal and sustained transactional (to get things done) and interpersonal (socialized) conversations accurately, fluently, acceptably using a variety of spoken languages in the context of daily life and involving speech acts: advising, warning, graduating request, and express feelings of relief, pain, and pleasure.

C. Indicator

1. Listening

D. Learning objectives

1. Students can answer question from videos on telegram application about meeting other students

E. **Learning Activities**

Stages	Activities	Time
Before Class	2. The teacher enter the class and greeting 3. Start the lesson with pray (head of the class) 4. The teacher check the attendance list 5. The teacher give the information about the lesson today	10 menit
During Class	2. The teacher give the lesson 3. The teacher give the video through non telegram (whatsapp)	60 menit

	3. The teacher give the assignment 4. The teacher ask the student to do the assignment 5. The teacher check the student's paper 6. The teacher ask the students to collect the assignment	
At the end of the Class	1.The teacher give the evaluation 2. The teacher check the attendance list 3. The teacher give motivation 4. The teacher close the lesson.	20 menit

F. Score

1. Score Instrument : rubric score
2. Kind of score : answer the question that relate with video

LESSON PLAN

CONTROL CLASS *PRE-TEST*

School **: SMA SEMEN GRESIK**
Subject **: Bahasa Inggris**
Class / Semester **: X IPA 5 / 1**
Time **: 90 Minute**

A. Core Competence

K3: Understand knowledge (factual, conceptual and procedural) based on a sense of curiousity about science, technology, cultural arts, related phenomena and visible events.

K4: Trying to process, present, in the concete realm (using, parsing, arranging, modifying, and making) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources similar to point of view / theory.

B. Basic Competence

3.5 Responding to meaning formal and sustained transactional (to get things done) and interpersonal (socialized) conversations accurately, fluently, acceptably using a variety of spoken languages in the context of daily life and involving speech acts: advising, warning, graduating request, and express feelings of relief, pain, and pleasure.

4.5 Expressing meaning formal and sustained transactional (to get things done) and interpersonal (socialized) conversations accurately, fluently, acceptably using a variety of spoken languages in the context of daily life and involving speech acts: advising, warning, graduating request, and express feelings of relief, pain, and pleasure.

C. Indicator

1. Listening

D. Learning objectives

1. Students can answer question from videos on telegram application about meeting a new member

E. **Learning Activities**

Stages	Activities	Time
Before Class	1.The teacher enter the class and greeting 2.Start the lesson with pray (head of the class) 3.The teacher check the attendance list 4.The teacher give the information about the lesson today	10 menit
During Class	1.The teacher give the lesson 2.The teacher give the video through non telegram (whatsapp) 3.The teacher give the assignment for the pre test	60 menit

	4. The teacher ask the student to do the assignment 5. The teacher check the student's paper 6. The teacher ask the students to collect the assignment	
At the end of the Class	1. The teacher give the evaluation 2. The teacher check the attendance list 3. The teacher give motivation 4. The teacher close the lesson.	20 menit

F. Score

1.Score Instrument : rubric score

2.Kind of score : answer the question that relate with video

LESSON PLAN

CONTROL CLASS POST-TEST

School **: SMA SEMEN GRESIK**
Subject **: Bahasa Inggris**
Class / Semester **: X IPA 5 / 1**
Time **: 70 Minute**

A. Core Competence

K3: Understand knowledge (factual, conceptual and procedural) based on a sense of curiousity about science, technology, cultural arts, related phenomena and visible events.

K4: Trying to process, present, in the concete realm (using, parsing, arranging, modifying, and making) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources similar to point of view / theory.

B. Basic Competence

3.5 Responding to meaning formal and sustained transactional (to get things done) and interpersonal (socialized) conversations accurately, fluently, acceptably using a variety of spoken languages in the context of daily life and involving speech acts: advising, warning, graduating request, and express feelings of relief, pain, and pleasure.

4.5 Expressing meaning formal and sustained transactional (to get things done) and interpersonal (socialized) conversations accurately, fluently, acceptably using a variety of spoken languages in the context of daily life and involving speech acts: advising, warning, graduating request, and express feelings of relief, pain, and pleasure.

C. Indicator

1. Listening

D. Learning objectives

1. Students can answer question from videos on telegram application about meeting new students

E. **Learning Activities**

Stages	Activities	Time
Before Class	1.The teacher enter the class and greeting 2.Start the lesson with pray (head of the class) 3.The teacher check the attendance list 4.The teacher give the information about the lesson today	10 menit
During Class	1.The teacher give the lesson 2.The teacher give the video through non telegram (whatsapp) 3.The teacher give the assignment for the pre test	60 menit

	4.The teacher ask the student to do the assignment 5.The teacher check the student's paper 6.The teacher ask the students to collect the assignment	
At the end of the Class	1.The teacher give the evaluation 2.The teacher check the attendance list 3. The teacher give motivation 4. The teacher close the lesson.	20 enit

F. Score

1.Score Instrument : rubric score
2.Kind of score : answer the question that relate with video

LEMBAR PENILAIAN

Nama :

Kelas :

No	Indikator Penilaian	Skor				Nilai peserta didik
		1	2	3	4	
1	Peserta didik menikmati saat mengaplikasikan telegram					
2	Peserta didik mudah mengoperasikan telegram					
3	Pemahaman peserta didik pada materi nelalui telegram					
4	Respon tanya jawab materi melalui telegram					
5	Ketepatan waktu dalam mengumpulkan tugas melalui telegram					
Jumlah skor yang didapat						

Total skor : 4 x 5 = 20

Skor paling banyak : 4 x 5 = 20

Skor paling sedikit : 0 x 5 = 0

$$\text{Nilai} = \frac{\text{Perolehan skor}}{\text{Total skor}} \times 100$$

Sumber : Zein (2022)

Rubrik Penilaian Observasi Respon Peserta Didik Terhadap Telegram

No	Indikator	Indikator Penilaian	Skor
1	Peserta didik menikmati saat mengaplikasikan telegram	Peserta didik sangat komunikatif	4
		Peserta didik cukup komunikatif	3
		Peserta didik kurang komunikatif	2
		Peserta didik tidak komunikatif	1
2	Peserta didik bisa mengoperasikan telegram	Peserta didik sangat cepat mengetahui fitur yang digunakan	4
		Peserta didik cukup cepat mengetahui fitur yang digunakan	3
		Peserta didik kurang cepat mengetahui fitur yang digunakan	2
		Peserta didik tidak cepat mengetahui fitur yang digunakan	1
3	Pemahaman peserta didik pada materi melalui telegram	Peserta didik sangat paham	4
		Peserta didik cukup faham	3
		Peserta didik kurang faham	2
		Peserta didik tidak faham	1
4	Keaktifan peserta didik saat pembelajaran melalui telegram	Peserta didik sangat aktif	4
		Peserta didik cukup aktif	3
		Peserta didik kurang aktif	2
		Peserta didim tidak aktif	1
5	Ketepatan waktu dalam pengumpulan tugas menggunakan telegram	Peserta didik sangat tepat waktu	4
		Peserta didik cukup tepat waktu	3
		Peserta didik kurang tepat waktu	2
		Peserta didik tidak tepat waktu	1

Hasil Observasi Dari Pengamatan Penggunaan Telegram

(Kelas Experimental)

kelas eksperimen (kelas X-3)

No.	Nama	Skor	Nilai
1	AAMAP	18	90
2	AGAW	16	80
3	AI	16	80
4	AAS	20	100
5	AB	20	100
6	DKA	19	95
7	DAZ	20	100
8	ES	20	100
9	FCL	17	85
10	FCAW	19	95
11	GAP	17	85
12	IAL	19	95
13	IDM	20	100
14	IAL	20	100
15	MREAA	20	100
16	MSA	17	85
17	MHAFP	18	90
18	MPS	19	95
19	NVH	20	100
20	RPPF	20	100

Rubrik Penilaian Observasi

Respon Peserta Didik

No	Kegiatan	Keterangan	Skor
Pendahuluan			
1.	Peserta didik menjawab salam.	menjawab dengan lantang, posisi duduk siap, wajah ceria, diam ditempat duduk.	**4**
		Jika ada tiga dari empat indikator penilaian	**3**
		Jika ada dua dari empat indikator penilaian	**2**
		Jika ada satu dari empat indikator penilaian	**1**
2.	Peserta didik berdoa sebelum memulai pembelajaran.	Berdoa dengan tenang, mengayati, diam ditempat duduk, posisi menundukkan kepala.	**4**
		Jika ada tiga dari empat indikator penilaian	**3**
		Jika ada dua dari empat indikator penilaian	**2**
		Jika ada satu dari empat indikator penilaian	**1**
3.	Peserta didik merespon saat guru mengecek absensi kehadiran.	Merespon dengan mengangkat tangan dengan lima jari, menjawab dengan suara lantang, menjawab dengan spontan (fokus), kondusif.	**4**
		Jika ada tiga dari empat indikator penilaian	**3**
		Jika ada dua dari empat indikator penilaian	**2**
		Jika ada satu dari empat indikator penilaian	**1**
4.	Peserta didik mendengarkan pemberitahuan awal untuk pembelajaran hari ini dari guru.	Mendengarkan dengan seksama, tidak gaduh, tidak berpindah-pindah tempat duduk, sikap duduk siap.	**4**
		Jika ada tiga dari empat indikator penilaian	**3**
		Jika ada dua dari empat indikator penilaian	**2**
		Jika ada satu dari empat indikator penilaian	**1**
Inti			
1.	Peserta didik mendengarkan penjelasan instruksi.	Tangan diatas meja, tidak sedang menulis, tidak gaduh, pandangan lurus kedepan.	**4**
		Jika ada tiga dari empat indikator penilaian	**3**
		Jika ada dua dari empat indikator penilaian	**2**

		Jika ada satu dari empat indikator penilaian	**1**
2.	Peserta didik memahami keruntutan instruksi.	Mendengarkan saat menjelaskan, tidak melakukan aktivitas lain, pandangan lurus kedepan, wajah tidak merengut.	**4**
		Jika ada tiga dari empat indikator penilaian	**3**
		Jika ada dua dari empat indikator penilaian	**2**
		Jika ada satu dari empat indikator penilaian	**1**
3.	Peserta didik mengerjakan tugas yang diberikan oleh guru.	Menyiapkan alat tulis, konsentrasi, suasana tenang, bebas dari rasa tegang.	**4**
		Jika ada tiga dari empat indikator penilaian	**3**
		Jika ada dua dari empat indikator penilaian	**2**
		Jika ada satu dari empat indikator penilaian	**1**
4.	Keaktifan peserta didik dalam bertanya mengenai tugas yang akan mereka kerjakan.	Berani, semangat, percaya diri, rasa keingintahuan tinggi.	**4**
		Jika ada tiga dari empat indikator penilaian	**3**
		Jika ada dua dari empat indikator penilaian	**2**
		Jika ada satu dari empat indikator penilaian	**1**
5.	Peserta didik maju kedepan untuk mengumpulkan tugas.	Percaya diri, tidak gugup, berani, tekad	**4**
		Jika ada tiga dari empat indikator penilaian	**3**
		Jika ada dua dari empat indikator penilaian	**2**
		Jika ada satu dari empat indikator penilaian	**1**
Penutup			
1.	Peserta didik mendengarkan evaluasi pembelajaran dari guru.	Mendengarkan dengan seksama, tidak gaduh, tidak berpindah-pindah tempat duduk, sikap duduk siap.	**4**
		Jika ada tiga dari empat indikator penilaian	**3**
		Jika ada dua dari empat indikator penilaian	**2**
		Jika ada satu dari empat indikator penilaian	**1**
2.	Peserta didik mendengarkan motivasi dari guru.	Mendengarkan dengan baik, sikap duduk siap, tersenyum, wajah ceria.	**4**
		Jika ada tiga dari empat indikator penilaian	**3**
		Jika ada dua dari empat indikator penilaian	**2**

		Jika ada satu dari empat indikator penilaian	**1**
3.	Peserta didik merespon pengecekan kembali absensi kehadiran.	Merespon dengan mengangkat tangan dengan lima jari, menjawab dengan suara lantang, menjawab dengan spontan (fokus), kondusif.	**4**
		Jika ada tiga dari empat indikator penilaian	**3**
		Jika ada dua dari empat indikator penilaian	**2**
		Jika ada satu dari empat indikator penilaian	**1**
4.	Peserta didik mengakiri pembelajaran.	Berdoa dengan tenang, mengayati, diam ditempat duduk, posisi menundukkan kepala.	**4**
		Jika ada tiga dari empat indikator penilaian	**3**
		Jika ada dua dari empat indikator penilaian	**2**
		Jika ada satu dari empat indikator penilaian	**1**

Keterangan:

1 = Kurang Baik

2 = Cukup

3 = Baik

4 = Sangat Baik

$$\text{Nilai Hasil Observasi} = \frac{\text{Perolehan skor}}{\text{Total skor}} \times 100$$

Sumber : Zein (2020)

REKAPTULASI NILAI

kelas validitas (kelas X-2)

No.	Nama	Skor	Pretest	Skor	Posttest
1	AAPN	14	70	16	80
2	ACH	14	70	16	80
3	AM	14	70	15	75
4	AA	14	70	15	75
5	A	15	75	16	80
6	AINA	14	70	15	75
7	BC	13	65	14	70
8	CAM	13	65	14	70
9	DSK	15	75	16	80
10	EAA	13	65	15	75
11	FR	14	70	15	75
12	IKA	14	70	15	75
13	KAH	13	65	15	75
14	MRA	14	70	15	75
15	MFS	13	65	14	70
16	MDI	12	60	14	70
17	MFIM	13	65	14	70
18	MFPA	14	70	16	80
19	NLM	13	65	14	70
20	NPSP	13	65	14	70

kelas kontrol (kelas X-5)

No.	Nama	Skor	Pretest	Skor	Posttest
1	ANA	15	75	16	80
2	AAE	14	70	15	75
3	AAW	14	70	15	75
4	ANF	14	70	15	75
5	AAHA	15	75	16	80
6	AZA	14	70	15	75
7	ANW	15	75	16	80
8	AY	13	65	14	70
9	DS	15	75	16	80
10	DAV	13	65	15	75
11	DKP	14	70	15	75
12	FNW	15	75	15	75
13	FFW	13	65	15	75
14	IDR	14	70	15	75
15	IPA	13	65	14	70
16	MRI	12	60	14	70
17	MIIG	15	75	16	80
18	MJJ	14	70	16	80
19	NZA	13	65	15	75
20	NCE	13	65	14	70

kelas eksperimen (kelas X-3)

No.	Nama	Skor	Pretest	Skor	Posttest
1	AAMAP	15	75	17	85
2	AGAW	15	75	18	90
3	AI	14	70	18	90
4	AAS	13	65	16	80
5	AB	15	75	18	90
6	DKA	15	75	17	85
7	DAZ	15	75	17	85
8	ES	15	75	18	90
9	FCL	15	75	17	85
10	FCAW	15	75	18	90
11	GAP	15	75	18	90
12	IAL	14	70	17	85
13	IDM	15	75	18	90
14	IAL	15	75	17	85
15	MREAA	15	75	18	90
16	MSA	14	70	16	80
17	MHAFP	15	75	18	90
18	MPS	15	75	18	90
19	NVH	15	75	18	90
20	RPPF	15	75	19	95

ASSIGNMENT PRE TEST

Are the sentence true or false

1.Peter is newn in the company (true/false)
2. peter is a designer (true/false)
3. Carla works in marketing (true/false)
4. Peter plans events for new product (true/false)
5. Carla is Brazilian (true/false)
6. Peter started his job 5 years ago (true/false)
7. Carla plan shopping events (true/false)
8. Peter moved from the US (true/false)

Put the pharases in the correct group !

9. I'm happy to be here 10. I moved here from the UK 5 years ago 11. I'm new here 12. I work in the design team 13. I started last week 14. I design new products

Carla	Peter

Match the answer (A-F) with the sentence (1-6)

Sentences

15.) . . . What's your name?
16.) . . . Where do you work?
17.) . . . It's nice to meet you
18.) . . . What do you do?
19.) Where are you from?
20.) How long have you been here

a. I'm from Brazil
b. I design new products
c. I've worked here for three years
d. my name is Peter/Carla
e. I work in the design team
f. It is nice to meet you

ASSIGNMENT POST TEST

Are the sentence true or false !

1.Cara has nice accent (true/false)
2.Cara from Glasgow (true/false)
3.Robert live in Scotland (true/false)
4. Selim live in England (true/false)
5. Selim from near manchaster (true/false)
6. Selim doing only history (true/false)
7. Robert doing German (true/false)

Put the pharases in the correct group !

1. From glasglow	2. From Manchaster	3. From London	11.Mother is from Scotland
12. Studies history and French	13. Studies history and German	14. Studies history and maths	

Cara	Robert	Selim

Write number (1-6) to put the sentence in the correct order !

15). . . I'm Cara, and you are?

16). . . nice to meet you!

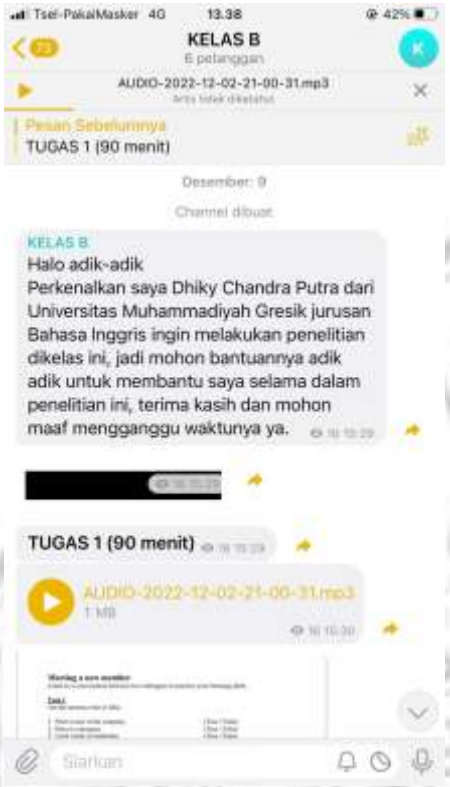
17). . . I grew up near London

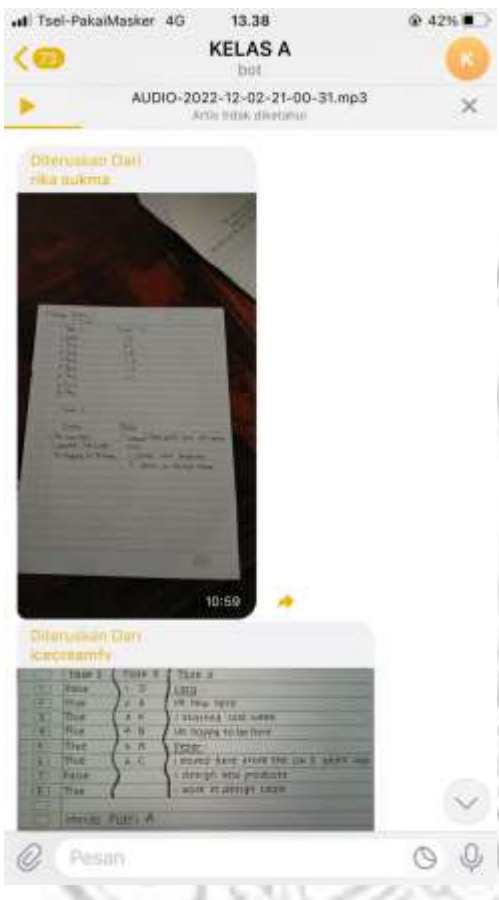
18). . . Where are you from?

19. . . Are you doing history on it is own?

20). . . Do you live in Scotland

DOKUMENTASI

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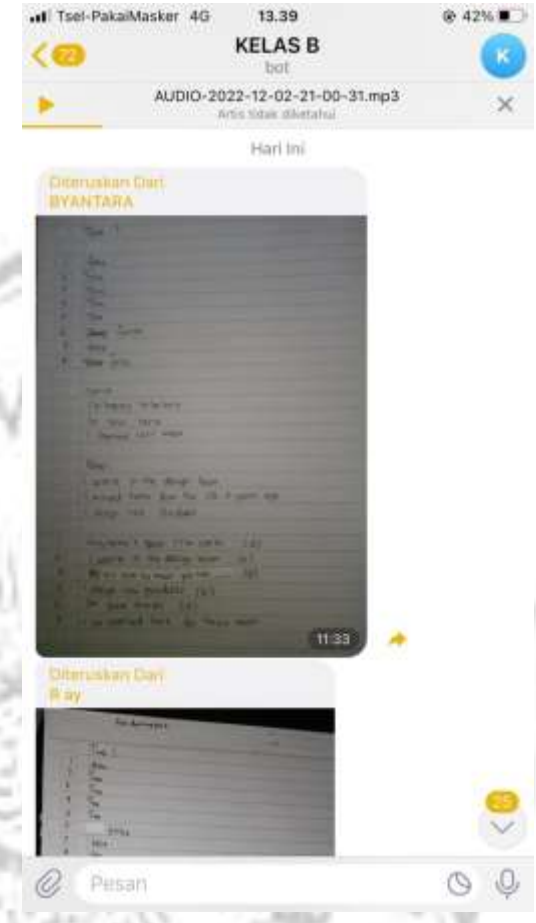
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Pesan

PRETEST VALIDITAS

		VAR 1	VAR 2	VAR 3	VAR 4	VAR 5	VAR 6	VAR 7	VAR 8	VAR 9	VAR 10	VAR 11	VAR 12	VAR 13	VAR 14	VAR 15	VAR 16	VAR 17	VAR 18	VAR 19	VAR 20	total
VAR 1	Pearson Correlation	1	,204	,153	,089	,328	,250	,250	,583**	,328	,204	,385	,385	,408	,250	,153	,153	,612**	,171	,408	,739**	,619**
	Sig. (2-tailed)		,388	,519	,709	,158	,288	,288	,007	,158	,388	,094	,094	,074	,288	,519	,519	,004	,471	,074	,000	,004
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 2	Pearson Correlation	,204	1	,250	,436	,101	,408	,408	,408	,704**	,200	,314	,314	,200	,204	,250	,500*	,600**	-,105	,200	,101	,578**
	Sig. (2-tailed)	,388		,288	,054	,673	,074	,074	,074	,001	,398	,177	,177	,398	,388	,288	,025	,005	,660	,398	,673	,008
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 3	Pearson Correlation	,153	,250	1	,491*	,050	,102	,612**	,153	,302	,000	,157	,157	,500*	,612**	,375	,688**	,250	,419	,500*	,302	,591**
	Sig. (2-tailed)	,519	,288		,028	,833	,669	,004	,519	,196	1,000	,508	,508	,025	,004	,103	,001	,288	,066	,025	,196	,006
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 4	Pearson Correlation	,089	,436	,491*	1	,285	,134	,134	,089	,504*	,000	,206	,206	,218	,134	,764**	,491*	,218	,435	,436	,285	,548*
	Sig. (2-tailed)	,709	,054	,028		,223	,574	,574	,709	,023	1,000	,384	,384	,355	,574	,000	,028	,355	,055	,054	,223	,012
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 5	Pearson Correlation	,328	,101	,050	,285	1	,287	-,123	,533*	,192	,101	,179	-,032	,101	,082	,302	,302	,302	,179	,101	,192	,385
	Sig. (2-tailed)	,158	,673	,833	,223		,220	,605	,015	,418	,673	,450	,895	,673	,731	,196	,196	,196	,450	,673	,418	,094
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 6	Pearson Correlation	,250	,408	,102	,134	,287	1	,583**	,458*	,082	,204	,471*	,257	,408	,375	,102	,357	,204	,043	,204	,082	,523*
	Sig. (2-tailed)	,288	,074	,669	,574	,220		,007	,042	,731	,388	,036	,274	,074	,103	,669	,122	,388	,858	,388	,731	,018
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 7	Pearson Correlation	,250	,408	,612**	,134	-,123	,583**	1	,250	,287	,204	,257	,471*	,612**	,792**	,102	,612**	,408	,257	,408	,287	,671**
	Sig. (2-tailed)	,288	,074	,004	,574	,605	,007		,288	,220	,388	,274	,036	,004	,000	,669	,004	,074	,274	,074	,220	,001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

VAR 8	Pearson Correlation	,583**	,408	,153	,089	,533*	,458*	,250	1	,123	,204	,599**	,171	,204	,250	,153	,408	,408	-,043	,204	,533*	,582**
	Sig. (2-tailed)	,007	,074	,519	,709	,015	,042	,288		,605	,388	,005	,471	,388	,288	,519	,074	,074	,858	,388	,015	,007
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 9	Pearson Correlation	,328	,704**	,302	,504*	,192	,082	,287	,123	1	,302	-,032	,601**	,503*	,287	,302	,553*	,704**	,179	,302	,192	,639**
	Sig. (2-tailed)	,158	,001	,196	,023	,418	,731	,220	,605		,196	,895	,005	,024	,220	,196	,011	,001	,450	,196	,418	,002
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 10	Pearson Correlation	,204	,200	,000	,000	,101	,204	,204	,204	,302	1	,314	,524*	,600**	,204	,250	,000	,200	-,105	,400	-,101	,415
	Sig. (2-tailed)	,388	,398	1,000	1,000	,673	,388	,388	,388	,196		,177	,018	,005	,388	,288	1,000	,398	,660	,081	,673	,069
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 11	Pearson Correlation	,385	,314	,157	,206	,179	,471*	,257	,599**	-,032	,314	1	,121	,105	,043	,157	,157	,105	-,099	,105	,179	,409
	Sig. (2-tailed)	,094	,177	,508	,384	,450	,036	,274	,005	,895	,177		,612	,660	,858	,508	,508	,660	,678	,660	,450	,073
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 12	Pearson Correlation	,385	,314	,157	,206	-,032	,257	,471*	,171	,601**	,524*	,121	1	,734**	,471*	,157	,419	,524*	,121	,524*	,390	,655**
	Sig. (2-tailed)	,094	,177	,508	,384	,895	,274	,036	,471	,005	,018	,612		,000	,036	,508	,066	,018	,612	,018	,089	,002
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 13	Pearson Correlation	,408	,200	,500*	,218	,101	,408	,612**	,204	,503*	,600**	,105	,734**	1	,612**	,250	,500*	,400	,314	,600**	,302	,740**
	Sig. (2-tailed)	,074	,398	,025	,355	,673	,074	,004	,388	,024	,005	,660	,000		,004	,288	,025	,081	,177	,005	,196	,000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 14	Pearson Correlation	,250	,204	,612**	,134	,082	,375	,792**	,250	,287	,204	,043	,471*	,612**	1	,102	,612**	,408	,471*	,612**	,287	,671**
	Sig. (2-tailed)	,288	,388	,004	,574	,731	,103	,000	,288	,220	,388	,858	,036	,004		,669	,004	,074	,036	,004	,220	,001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 15	Pearson Correlation	,153	,250	,375	,764**	,302	,102	,102	,153	,302	,250	,157	,157	,250	,102	1	,375	,250	,157	,500*	,302	,501*
	Sig. (2-tailed)	,519	,288	,103	,000	,196	,669	,669	,519	,196	,288	,508	,508	,288	,669		,103	,288	,508	,025	,196	,024
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

VAR 16	Pearson Correlation	,153	,500*	,688**	,491*	,302	,357	,612**	,408	,553*	,000	,157	,419	,500*	,612**	,375	1	,500*	,157	,250	,302	,704**
	Sig. (2-tailed)	,519	,025	,001	,028	,196	,122	,004	,074	,011	1,000	,508	,066	,025	,004	,103		,025	,508	,288	,196	,001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 17	Pearson Correlation	,612**	,600**	,250	,218	,302	,204	,408	,408	,704**	,200	,105	,524*	,400	,408	,250	,500*	1	,105	,400	,503*	,704**
	Sig. (2-tailed)	,004	,005	,288	,355	,196	,388	,074	,074	,001	,398	,660	,018	,081	,074	,288	,025		,660	,081	,024	,001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 18	Pearson Correlation	,171	-,105	,419	,435	,179	,043	,257	-,043	,179	-,105	-,099	,121	,314	,471*	,157	,157	,105	1	,524*	,390	,390
	Sig. (2-tailed)	,471	,660	,066	,055	,450	,858	,274	,858	,450	,660	,678	,612	,177	,036	,508	,508	,660		,018	,089	,089
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 19	Pearson Correlation	,408	,200	,500*	,436	,101	,204	,408	,204	,302	,400	,105	,524*	,600**	,612**	,500*	,250	,400	,524*	1	,503*	,704**
	Sig. (2-tailed)	,074	,398	,025	,054	,673	,388	,074	,388	,196	,081	,660	,018	,005	,004	,025	,288	,081	,018		,024	,001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 20	Pearson Correlation	,739**	,101	,302	,285	,192	,082	,287	,533*	,192	-,101	,179	,390	,302	,287	,302	,302	,503*	,390	,503*	1	,584**
	Sig. (2-tailed)	,000	,673	,196	,223	,418	,731	,220	,015	,418	,673	,450	,089	,196	,220	,196	,196	,024	,089	,024		,007
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
total	Pearson Correlation	,619**	,578**	,591**	,548*	,385	,523*	,671**	,582**	,639**	,415	,409	,655**	,740**	,671**	,501*	,704**	,704**	,390	,704**	,584**	1
	Sig. (2-tailed)	,004	,008	,006	,012	,094	,018	,001	,007	,002	,069	,073	,002	,000	,001	,024	,001	,001	,089	,001	,007	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

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

POSTEST VALIDITAS

		VAR 1	VAR 2	VAR 3	VAR 4	VAR 5	VAR 6	VAR 7	VAR 8	VAR 9	VAR 10	VAR 11	VAR 12	VAR 13	VAR 14	VAR 15	VAR 16	VAR 17	VAR 18	VAR 19	VAR 20	total
VAR 1	Pearson Correlation	1	,514*	,281	,287	,471*	,357	,579**	,471*	,375	,685**	,612**	-,236	,802**	,579**	,357	,375	,257	,229	,257	,375	,712**
	Sig. (2-tailed)		,020	,230	,220	,036	,122	,007	,036	,103	,001	,004	,317	,000	,007	,122	,103	,274	,332	,274	,103	,000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 2	Pearson Correlation	,514*	1	,546*	-,099	,279	,490*	,642**	,081	-,057	,572**	,140	,081	,336	,336	,140	,229	,572**	,608**	,279	,514*	,561*
	Sig. (2-tailed)	,020		,013	,679	,234	,028	,002	,735	,811	,008	,556	,735	,147	,147	,556	,332	,008	,004	,234	,020	,010
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 3	Pearson Correlation	,281	,546*	1	-,208	,313	,459*	,350	-,132	,281	,313	-,115	,397	,350	,350	-,115	,281	,313	,546*	-,168	,281	,392
	Sig. (2-tailed)	,230	,013		,380	,180	,042	,130	,578	,230	,180	,630	,083	,130	,130	,630	,230	,180	,013	,478	,230	,088
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 4	Pearson Correlation	,287	-,099	-,208	1	,390	,050	,066	,638**	,492*	,390	,553*	,174	,504*	,504*	,553*	,492*	,390	,183	,601**	,287	,630**
	Sig. (2-tailed)	,220	,679	,380		,089	,833	,783	,002	,027	,089	,011	,463	,023	,023	,011	,027	,089	,440	,005	,220	,003
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 5	Pearson Correlation	,471*	,279	,313	,390	1	,157	,206	,545*	,471*	,780**	,157	,303	,435	,435	,157	,685**	,341	,279	,341	,257	,669**
	Sig. (2-tailed)	,036	,234	,180	,089		,508	,384	,013	,036	,000	,508	,195	,055	,055	,508	,001	,142	,234	,142	,274	,001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 6	Pearson Correlation	,357	,490*	,459*	,050	,157	1	,764**	,289	,102	,419	,062	,289	,491*	,491*	,375	,612**	,157	,490*	,157	,357	,598**
	Sig. (2-tailed)	,122	,028	,042	,833	,508		,000	,217	,669	,066	,794	,217	,028	,028	,103	,004	,508	,028	,508	,122	,005
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 7	Pearson Correlation	,579**	,642**	,350	,066	,206	,764**	1	,126	,134	,435	,218	,126	,524*	,286	,491*	,356	,435	,336	,435	,579**	,652**
	Sig. (2-tailed)	,007	,002	,130	,783	,384	,000		,597	,574	,055	,355	,597	,018	,222	,028	,123	,055	,147	,055	,007	,002
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

VAR 8	Pearson Correlation	,471*	,081	-,132	,638**	,545*	,289	,126	1	,236	,787**	,577**	-,067	,630**	,630**	,289	,707**	,061	,404	,303	,000	,643**
	Sig. (2-tailed)	,036	,735	,578	,002	,013	,217	,597		,317	,000	,008	,780	,003	,003	,217	,000	,800	,077	,195	1,000	,002
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 9	Pearson Correlation	,375	-,057	,281	,492*	,471*	,102	,134	,236	1	,257	,357	,000	,579**	,356	,357	,375	,257	-,057	,043	,375	,504*
	Sig. (2-tailed)	,103	,811	,230	,027	,036	,669	,574	,317		,274	,122	1,000	,007	,123	,122	,103	,274	,811	,858	,103	,024
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 10	Pearson Correlation	,685**	,572**	,313	,390	,780**	,419	,435	,787**	,257	1	,419	,061	,663**	,663**	,157	,685**	,341	,572**	,341	,257	,805**
	Sig. (2-tailed)	,001	,008	,180	,089	,000	,066	,055	,000	,274		,066	,800	,001	,001	,508	,001	,142	,008	,142	,274	,000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 11	Pearson Correlation	,612**	,140	-,115	,553*	,157	,062	,218	,577**	,357	,419	1	-,289	,764**	,491*	,375	,357	,157	,140	,157	,102	,529*
	Sig. (2-tailed)	,004	,556	,630	,011	,508	,794	,355	,008	,122	,066		,217	,000	,028	,103	,122	,508	,556	,508	,669	,017
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 12	Pearson Correlation	-,236	,081	,397	,174	,303	,289	,126	-,067	,000	,061	-,289	1	-,126	,126	,000	,471*	,303	,404	,303	,000	,257
	Sig. (2-tailed)	,317	,735	,083	,463	,195	,217	,597	,780	1,000	,800	,217		,597	,597	1,000	,036	,195	,077	,195	1,000	,274
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 13	Pearson Correlation	,802**	,336	,350	,504*	,435	,491*	,524*	,630**	,579**	,663**	,764**	-,126	1	,762**	,491*	,579**	,206	,336	,206	,356	,814**
	Sig. (2-tailed)	,000	,147	,130	,023	,055	,028	,018	,003	,007	,001	,000	,597		,000	,028	,007	,384	,147	,384	,123	,000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 14	Pearson Correlation	,579**	,336	,350	,504*	,435	,491*	,286	,630**	,356	,663**	,491*	,126	,762**	1	,218	,579**	-,023	,336	,206	,134	,692**
	Sig. (2-tailed)	,007	,147	,130	,023	,055	,028	,222	,003	,123	,001	,028	,597	,000		,355	,007	,924	,147	,384	,574	,001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 15	Pearson Correlation	,357	,140	-,115	,553*	,157	,375	,491*	,289	,357	,157	,375	,000	,491*	,218	1	,357	,419	,140	,681**	,612**	,598**
	Sig. (2-tailed)	,122	,556	,630	,011	,508	,103	,028	,217	,122	,508	,103	1,000	,028	,355		,122	,066	,556	,001	,004	,005
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

VAR 16	Pearson Correlation	,375	,229	,281	,492*	,685**	,612**	,356	,707**	,375	,685**	,357	,471*	,579**	,579**	,357	1	,257	,514*	,257	,167	,769**
	Sig. (2-tailed)	,103	,332	,230	,027	,001	,004	,123	,000	,103	,001	,122	,036	,007	,007	,122		,274	,020	,274	,482	,000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 17	Pearson Correlation	,257	,572**	,313	,390	,341	,157	,435	,061	,257	,341	,157	,303	,206	-,023	,419	,257	1	,572**	,560*	,685**	,591**
	Sig. (2-tailed)	,274	,008	,180	,089	,142	,508	,055	,800	,274	,142	,508	,195	,384	,924	,066	,274		,008	,010	,001	,006
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 18	Pearson Correlation	,229	,608**	,546*	,183	,279	,490*	,336	,404	-,057	,572**	,140	,404	,336	,336	,140	,514*	,572**	1	,279	,229	,587**
	Sig. (2-tailed)	,332	,004	,013	,440	,234	,028	,147	,077	,811	,008	,556	,077	,147	,147	,556	,020	,008		,234	,332	,007
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 19	Pearson Correlation	,257	,279	-,168	,601**	,341	,157	,435	,303	,043	,341	,157	,303	,206	,206	,681**	,257	,560*	,279	1	,471*	,572**
	Sig. (2-tailed)	,274	,234	,478	,005	,142	,508	,055	,195	,858	,142	,508	,195	,384	,384	,001	,274	,010	,234		,036	,008
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR 20	Pearson Correlation	,375	,514*	,281	,287	,257	,357	,579**	,000	,375	,257	,102	,000	,356	,134	,612**	,167	,685**	,229	,471*	1	,579**
	Sig. (2-tailed)	,103	,020	,230	,220	,274	,122	,007	1,000	,103	,274	,669	1,000	,123	,574	,004	,482	,001	,332	,036		,007
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
total	Pearson Correlation	,712**	,561*	,392	,630**	,669**	,598**	,652**	,643**	,504*	,805**	,529*	,257	,814**	,692**	,598**	,769**	,591**	,587**	,572**	,579**	1
	Sig. (2-tailed)	,000	,010	,088	,003	,001	,005	,002	,002	,024	,000	,017	,274	,000	,001	,005	,000	,006	,007	,008	,007	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

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

**. Correlation is significant at the 0.01 level (2-tailed).

VITA

Dhiky Chandra Putra was born on May 25, 2000 in Gresik, East Java, as the only daughter of Aris Cahyono and Choliyah Ulfa. He went to SMP Semen Gresik and fin ished it in 2015 the he studied in SMA Semen Gresik and finished it in 2018

Starting from August in 2018, he began to study at the English Department of Muhammadiyah University of Gresik (UMG). During his studies, he was involved in English Department organization called SESA or Spunky English Student Association in 2019-2020. He became event committee in welcome party and English Fantastic.

He also had her iunformal education such as, took English course in Intensive English course. His experience working, starting in 2020, he handled administration in his uncle's company in CV. SMS Bengkel Sawmil Kebomas, Gresik.

SURAT IJIN PENELITIAN SKRIPSI

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH GRESIK

Nomor : 110/II.3.UMG/F.ING/F/2022
Lamp. : -
Hal : Ijin Penelitian Skripsi

Kepada Yth.
Bapak/Ibu SMA SEMEN GRESIK
Di
Tempat

Assalamu 'alaikum Wr. Wb.

Berkenaan dengan tugas penyusunan skripsi bagi mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Gresik Tahun Akademik 2021 – 2022, bersama ini kami menghampiran kesediaan Bapak/Ibu untuk memberi ijin penelitian,bagi mahasiswa tersebut dibawah ini :

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Wassalamu 'alaikum Wr. Wb.

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