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APPENDIX 1: Speaking Scoring Rubric

Criteria	Rating Score				
	5	4	3	2	1
Pronunciation	Has few traces of foreign language	Always intelligible, though one is conscious of a definite accent.	Pronunciation problem necessities Concentrated listening and occasionally lead to misunderstanding.	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.	Pronunciation problem to serve as to make speech virtually unintelligible.
Grammar	Make few (if any) noticeable errors of grammar and word order	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning	Make frequent errors of grammar and word order, which occasionally obscure meaning.	Grammar and word order errors make comprehension difficult, must often rephrases sentence	Errors in grammar and word order, so, severe as to make speech virtually Unintelligible.
Vocabulary	Use of vocabulary and idioms is virtually that of native speaker	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and Equities.	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary	Misuse of words and very limited vocabulary makes comprehension quite difficult	Vocabulary limitation so extreme as to make conversation virtually impossible
Fluency	Speech as fluent and efforts less as that of native speaker	Speed of speech seems to be slightly affected by language problem	Speed and fluency are rather strongly affected by language problem	Usually hesitant, often forced into silence by language limitation	Speech is so halting and fragmentary as to make conversation virtually impossible
Comprehension	Appears to understand everything without difficulty	Understand nearly everything at normal speed although occasionally repetition may be necessary	Understand most of what is said at slower than normal speed without repetition	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions	Cannot be said to understand even simple conversation

(Source: Harris, D.P in Pranomo et.al (1974))

APPENDIX 2: Classroom Observation Checklist

Date : 2 November 2020

Class/Shift : 10 MIA 7 / Shift B

Meeting : 1st Meeting

No.	Name	Students' Presence (attending the class)	Students' attention to the teacher		Students' cooperation		Students' self-confidence (answering teachers' question)		Students' understanding (doing the task well)
			Paying attention to the teacher	Following teacher's instruction	Sharing information	Listening to other	Answering teachers' question	Interacting with teacher	
1	AFM	√	√	√	√	√	√	√	√
2	EPN	√	√	√	√	√	√	√	√
3	LMF	a	-	-	-	-	-	-	-
4	LMA	a	-	-	-	-	-	-	-
5	LMB	√	√	√	√	√	√	√	√
6	LSP	√	-	√	√	-	√	√	√
7	LF	√	√	√	√	-	√	√	√
8	MF	√	√	√	√	-	√	√	√

9	MDA	√	√	√	√	√	√	√	√
10	MJA	√	-	√	√	-	√	√	√
11	MA	√	-	√	√	-	√	√	√
12	NTA	√	√	√	√	√	√	√	√
13	RDP	√	√	√	√	√	√	√	√
14	RKS	√	√	√	√	√	√	√	√
15	RA	√	√	√	√	√	√	√	√
16	RM	√	√	√	√	√	√	√	√
17	TRW	√	√	√	√	√	√	√	√
18	WS	√	√	√	√	√	√	√	√
19	MRK	√	√	√	√	√	√	√	√
20	SM	i	-	-	-	-	-	-	-

(Source: Permanasari, R.C (2014))

Date : 9 November 2020
 Class/Shift : 10 MIA 7 / Shift A
 Meeting : 1st Meeting

No.	Name	Students' Presence (attending the class)	Students' attention to the teacher		Students' cooperation		Students' self-confidence (answering teachers' question)		Students' understanding (doing the task well)
			Paying attention to the teacher	Following teacher's instruction	Sharing information	Listening to other	Answering teachers' question	Interacting with teacher	
1	AD	√	√	√	√	√	√	√	√
2	ATD	√	√	√	√	√	√	√	√
3	APP	√	√	√	√	√	√	√	√
4	LAR	√	√	√	√	√	-	-	√
5	LMA	√	√	√	√	√	√	√	√
6	LMF	a	-	-	-	-	-	-	-
7	MARW	√	√	√	√	-	-	-	√
8	MAR	√	√	√	√	√	-	-	√
9	MI	√	√	√	√	√	√	√	√
10	MRR	√	√	√	√	√	√	√	√

11	MZR	√	√	√	√	√	√	√	√
12	NM	√	√	√	√	-	-	-	√
13	RR	√	√	√	√	√	√	√	√
14	RW	√	√	√	√	√	√	√	√
15	RD	√	√	√	√	√	√	√	√
16	SW	√	√	√	√	√	√	√	√
17	SI	√	√	√	√	√	√	√	√
18	VW	a	-	-	-	-	-	-	-
19	RNS	a	-	-	-	-	-	-	-

(Source : Permanasari, R.C (2014))

Date : 16 November 2020
 Class/Shift : 10 MIA 7 / Shift B
 Meeting : 2nd Meeting

No.	Name	Students' Presence (attending the class)	Students' attention to the teacher		Students' cooperation		Students' self-confidence (answering teachers' question)		Students' understanding (doing the task well)
			Paying attention to the teacher	Following teacher's instruction	Sharing information	Listening to other	Answering teachers' question	Interacting with teacher	
1	AFM	√	√	√	√	√	√	√	√
2	EPN	√	√	√	√	√	√	√	√
3	LMF	a	-	-	-	-	-	-	-
4	LMA	a	-	-	-	-	-	-	-
5	LMB	√	√	√	√	-	√	√	√
6	LSP	√	√	√	√	-	√	√	√
7	LF	√	√	√	√	√	√	√	√
8	MF	√	√	√	√	√	√	√	√
9	MDA	√	√	√	√	√	√	√	√
10	MJA	√	√	√	√	-	√	√	√

11	MA	√	√	√	√	-	√	√	√
12	NTA	√	√	√	√	-	√	√	√
13	RDP	√	√	√	√	-	√	-	√
14	RKS	√	√	√	√	-	√	√	√
15	RA	√	√	√	√	-	√	-	√
16	RM	√	√	√	√	-	√	√	√
17	TRW	√	√	√	√	√	√	-	√
18	WS	√	√	√	√	√	√	-	√
19	MRK	√	√	√	√	√	√	√	√
20	SM	√	√	√	√	√	√	-	√

(Source : Permanasari, R.C (2014))

Date : 23 November 2020
 Class/Shift : 10 MIA 7 / Shift A
 Meeting : 2nd Meeting

No.	Name	Students' Presence (attending the class)	Students' attention to the teacher		Students' cooperation		Students' self-confidence (answering teachers' question)		Students' understanding (doing the task well)
			Paying attention to the teacher	Following teacher's instruction	Sharing information	Listening to other	Answering teachers' question	Interacting with teacher	
1	AD	s	-	-	-	-	-	-	-
2	ATD	√	√	√	√	√	√	√	√
3	APP	√	√	√	√	√	√	√	√
4	LAR	√	√	√	√	√	√	√	√
5	LMA	√	√	√	√	√	√	√	√
6	LMF	√	√	√	√	√	√	√	√
7	MARW	√	√	√	√	√	√	√	√
8	MAR	√	√	√	√	√	√	-	√
9	MI	√	√	√	√	√	√	√	√
10	MRR	√	√	√	√	√	√	√	√

11	MZR	i	-	-	-	-	-	-	-
12	NM	√	√	√	√	√	√	-	√
13	RR	√	√	√	√	√	√	-	√
14	RW	√	√	√	√	√	√	-	√
15	RD	√	√	√	√	√	√	-	√
16	SW	√	√	√	√	√	√	-	√
17	SI	√	√	√	√	√	√	-	√
18	VW	√	√	√	√	√	√	-	√
19	RNS	a	-	-	-	-	-	-	-

(Source : Permanasari, R.C (2014))

APPENDIX 3: Questionnaire

STUDENTS' PERCEPTIONS ABOUT PROBLEM-SOLVING TASK

Name :

Class :

For statement 1-6, kindly tick (/) an answer from the scale below. There is no right or wrong answer for this section. *(Untuk pernyataan 1-6, beri tanda (ceklist) jawaban dari skala di bawah ini. Tidak ada jawaban benar atau salah untuk bagian ini.)*

Note: Strongly Disagree (sangat tidak setuju), Disagree (tidak setuju), neutral (netral), agree (setuju), strongly agree (sangat setuju)

	Statements	S D	D	N	A	SA
1	For problem-solving task to work effectively, resources for self-directed research needs to be easily available and relevant to the problem at hand <i>(Agar tugas pemecahan masalah bekerja secara efektif, sumber informasi harus tersedia dengan mudah dan relevan dengan masalah yang dihadapi)</i>					
2	Problem-solving task stimulated my ability to work better for the group and myself <i>(Tugas pemecahan masalah merangsang kemampuan saya untuk bekerja lebih baik untuk kelompok dan diri saya sendiri)</i>					
3	Problem-solving task gave me the ability to build group interaction that enhanced my learning <i>(Tugas pemecahan masalah memberi saya kemampuan untuk membangun interaksi kelompok yang meningkatkan pembelajaran saya)</i>					
4	Problem-solving task gave me the ability to become aware of my limitations and to address them <i>(Tugas pemecahan masalah memberi saya kemampuan untuk menyadari keterbatasan saya dan mengatasinya)</i>					
5	Problem-solving task gave me the ability to enrich my learning by working in small groups <i>(Tugas pemecahan masalah memberi saya kemampuan untuk memperkaya pembelajaran saya dengan bekerja dalam kelompok kecil)</i>					

6	Problem-solving task makes me responsible for my own learning <i>(Tugas pemecahan masalah membuat saya bertanggung jawab atas pembelajaran saya sendiri)</i>					
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(Source: Mossuto, M. (2009))

APPENDIX 4: Lesson Plan

1st Meeting for Shift A and B

School Name : SMAN 2 RAHA

Subject : English

Class/Semester : X MIA 7 / 1

Meeting : 1st

Topic : Group Holiday

Time Allocation : 2 x 30 Minute

Basic Competence: Applying social functions, text structure, and linguistic elements of the text verbal and written transactional interactions involving give and ask for information

Learning Objective: Students are expected to be able to ask and giving opinion

Learning Activities:

Activity	Instruction	Time
Opening	<ol style="list-style-type: none">1. Greeting2. Checking attendance list3. Giving brainstorming related to the topic "Each student asked to write down one words related to holiday on the blackboard"	10 Minute
Main Activity	<ol style="list-style-type: none">1. The teacher explaining the topic that the student will be discussed.2. The teacher asked student to work in pairs3. The teacher gave an illustration related to task that student should discussed If this pandemic is over. You are making a plan on going a holiday together with your group of friends. Making a plan based on this following question ✓ What city should you visit? ✓ What can you enjoy there? ✓ How much money should you prepare? ✓ How much time should you spend there?4. Each group presented the result of discussion in front of the class	45 Minute
Closing	Teacher gave feedback related to students' mispronunciation and giving compliment	5 Minute

2st Meeting for Shift A and B

School Name : SMAN 2 RAHA

Subject : English

Class/Semester : X MIA 7 / 1

Meeting : 2nd

Topic : Natural Disasters

Time Allocation : 2 x 30 Minute

Basic Competence: Applying social functions, text structure, and linguistic elements of the text verbal and written transactional interactions involving give and ask for information

Learning Objective: Students are expected to be able to ask and giving opinion

















Learning Activities:

Activity	Instruction	Time
Opening	<ol style="list-style-type: none">1. Greeting2. Checking attendance list3. Giving brainstorming related to the topic "Matching Games"	10 Minute
Main Activity	<ol style="list-style-type: none">1. The teacher was explaining the topic that the student will be discussed.2. The teacher asked student to work in pairs3. The teacher distributed the worksheet4. The teacher asked the student to discuss the two problem-solving tasks on the worksheet.5. The teacher informs the student to asking question if the student did not understand6. After discussion, each group presented the result of discussion in front of the class	45 Minute
Closing	Teacher gave feedback related to students' mispronunciation and giving compliment	5 Minute

Students' Worksheet

Activity 1 "Matching Game"

The instruction: Matching the pictures with the words below

Natural disasters			
			
			
			
			
tsunami – flood – avalanche – drought – wild fire – tornado – volcanic eruption landslide – earthquake – hurricane – hailstorm – sandstorm – lightning – frost – ice on roads blizzard			

Activity 2 “Categorizing Activity”



Which of the natural disasters involves of?

- d. Very hot temperature?
- e. Rocks or earth moving?
- f. Strong winds?
- g. Water (in any form) or no water?

Activity 3 “Grading Activity”

Each group chose one of the natural disasters. Then, discuss the list of criteria what to do and not to do when a natural disaster occurs.

APPENDIX 5: Students' Pre-Test Result (From Rater)

No.	Name	Indicators					Total	Final Score	Classification	Comment About Students' Performance
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension				
1	ATD	1	1	1	1	1	5	20	Very Bad	Terbata-bata dan tidak jelas pengucapannya
2	APP	4	3	3	3	3	16	64	Enough	Cukup lancar, dapat dipahami tetapi terdengar beberapa kata yang salah pengucapannya.
3	LMA	2	1	2	1	2	8	24	Very Bad	Terbata-bata tapi masih dapat dipahami, banyak kata yang salah ucap
4	MARW	1	1	1	1	1	5	20	Very Bad	Tidak jelas pengucapan sehingga sulit dipahami
5	MAR	1	1	1	1	1	5	20	Very Bad	Terbata-bata, sulit dipahami,tersendat-sendat
6	MI	3	2	3	2	3	13	32	Bad	Ada beberapa kata yang tersendat ketika diucapkan tapi masih dapat dipahami

7	MRR	1	1	1	1	1	5	20	Very Bad	Terbata-bata saat mengucapkan kata per kata
8	RR	2	1	2	2	2	9	36	Very Bad	Tersendat-sendat dan beberapa kata yang salah ucap
9	RW	2	1	2	2	2	9	36	Very Bad	Terbata-bata dan beberapa kata salah ucap
10	RD	3	2	2	1	2	10	40	Very Bad	Walaupun terbata-bata tapi masih dapat dipahami
11	SW	1	1	1	1	1	5	20	Very Bad	Suara pelan sehingga sulit dipahami
12	SI	3	2	2	3	2	12	48	Bad	Dapat dipahami dengan baik walaupun ada beberapa bagian tersendat-sendat
13	AFM	3	2	3	3	3	14	56	Bad	Bagus, kejelasan pengucapan kata juga bagus
14	EPN	2	1	2	1	1	7	28	Very Bad	Masih banyak kata yang salah ucap, ada beberapa bagian yang sulit dipahami
15	LSP	2	1	1	1	1	6	24	Very Bad	Putus-putus, masih banyak salah ucap

16	MDA	2	2	2	2	2	10	40	Very Bad	Bagus walaupun ada beberapa kata yang terbata-bata ketika diucapkan
17	MJA	3	2	2	2	2	11	44	Bad	Beberapa kata terbata-bata ketika diucapkan dan salah ucap
18	MA	2	2	2	2	2	10	40	Very Bad	Terbata-bata dan mencampur Indonesia dan Inggris
19	NTA	4	3	3	3	3	16	64	Enough	Bagus, dapat dipahami dengan baik
20	RKS	4	3	4	4	4	19	76	Good	Bagus, dapat dipahami dengan baik
21	RA	2	2	2	2	2	10	40	Very Bad	Banyak kata yang salah ucap dan terbata-bata
22	RM	2	2	2	2	2	10	40	Very Bad	Terbata-bata dan ada beberapa kata yang salah ucap sehingga sulit dipahami
23	TRW	2	2	2	2	2	10	40	Very Bad	Beberapa kata salah ucap sehingga sulit dipahami
24	WS	2	2	2	2	2	10	40	Very Bad	Beberapa kata salah ucap sehingga sulit dipahami
25	MRK	3	2	2	2	2	11	44	Bad	Bagus tapi ada beberapa bagian yang tersendat
Mean		2.28	1.72	2.00	1.88	1.96				

APPENDIX 6: Students' Post-Test Result (From Rater)

No.	Name	Indicators					Total	Final Score	Classification	Comment About Students' Performance
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension				
1	ATD	2	2	2	2	2	10	40	Very Bad	Banyak kata yang salah ucap dan terbata-bata
2	APP	4	4	4	4	4	20	80	Excellent	Kelancaran berbicara bagus tapi ada beberapa kata yang salah ucap
3	LMA	4	3	3	3	3	16	64	Enough	Sedikit terbata-bata
4	MARW	2	2	2	2	2	10	40	Very Bad	Terbata-bata dan kurang jelas dibagian akhir
5	MAR	2	2	2	2	2	10	40	Very Bad	Penyampaian pendapat kurang jelas sehingga sulit dipahami
6	MI	2	3	3	3	4	15	60	Enough	Sedikit lancar tapi bnyak kata yang salah ucap
7	MRR	2	2	2	2	2	10	40	Very Bad	Pelan dan terbata-bata

8	RR	2	3	3	2	2	12	48	Bad	Putus-putus dan tidak jelas
9	RW	2	2	2	1	2	9	36	Very Bad	Banyak kata yang salah ucap sehingga sulit dipahami
10	RD	2	2	2	1	1	8	32	Very Bad	Terbata-bata dan banyak kata salah ucap
11	SW	2	1	1	1	2	7	28	Very Bad	Terbata-bata dan kurang jelas penyampaiannya sehingga sulit dipahami
12	SI	4	4	3	3	3	17	68	Enough	Lancar, beberapa kata salah ucap
13	AFM	4	4	4	4	4	20	80	Excellent	Lancar dan dapat dipahami dengan baik
14	EPN	3	3	3	2	3	14	56	Bad	Mencampur indo dan inggris, terbata-bata, dan banyak kata yg salah ucap
15	LSP	3	3	3	3	3	15	60	Enough	Terbata-bata tp dapat dipahami dan beberapa kata yg salah ucap
16	MDA	3	3	3	4	4	17	68	Enough	Kelancaran bagus dan dapat dipahami
17	MJA	3	3	3	3	3	15	60	Enough	Beberapa kata salah ucap
18	MA	3	3	3	3	4	16	64	Enough	Terbata-bata, dan beberapa kata salah ucap

19	NTA	4	4	3	4	4	19	76	Good	Kelancaran bagus dan dapat dipahami dengan baik
20	RKS	4	4	4	4	4	20	80	Excellent	Kelancaran bagus dan dapat dipahami dengan baik
21	RA	2	2	2	2	3	11	44	Bad	Terbata-bata, dan beberapa kata sulit dipahami
22	RM	2	2	2	2	3	11	44	Bad	Terbata-bata dan sulit dipahami
23	TRW	2	2	3	3	3	13	32	Bad	Banyak kata yang salah ucap sehingga sulit dipahami
24	WS	3	3	3	4	4	13	32	Bad	Beberapa kata sulit dipahami krn kurang jelas, kelancaran bagus, dan pemahamannya juga cukup bagus
25	MRK	4	3	3	3	4	17	68	Enough	Cukup Lancar dan jelas
Mean		2.80	2.76	2.72	2.68	3.00				

APPENDIX 7: The Comparison of Students' Pre-Test and Post-Test

No	Name	Pre-Test	Post-Test
1	ATD	20	40
2	APP	64	80
3	LMA	24	64
4	MARW	20	40
5	MAR	20	40
6	MI	52	60
7	MRR	20	40
8	RR	36	48
9	RW	36	36
10	RD	40	32
11	SW	20	28
12	SI	48	68
13	AFM	56	80
14	EPN	28	56
15	LSP	24	60
16	MDA	40	68
17	MJA	44	60
18	MA	40	64
19	NTA	64	76
20	RKS	76	80
21	RA	40	44
22	RM	40	44
23	TRW	40	52
24	WS	40	52
25	MRK	44	68

APPENDIX 8: Students' Pre-Test Transcription

No.	Name	Transcription
1	ATD	The best /waɪ/ to stop covid-19 by /'ke:pɪŋ/ the distancing, often hand first, /'weɪŋg/ a mask, /maɪn'taɪŋg/ /'bɒdi/ and contact with the _____
2	APP	The best way to stop transmission of covid-19 such as washing hands, stay at home, keep the distance, wearing a mask, avoid the /kraʊd/ minimize /'kɒntek/ with /ɒdər/ people
3	LMA	In my opinion on how to prevent the /spred/ of covid-19 [pause] , the /fɪrs/ use a /mɒsk/ . /'sekənd/ always /wɒʃ/ your hands. /tɪrd/ , keep the distance. Four, avoid the /kraʊd/ . Thank you.
4	MARW	How to stop the /trænzleɪʃən/ of covid-19 to complete the regulation into __ __ namely the home __ __ always washing hands, __ __ wearing a mask
5	MAR	Thank you for [pause] the [pause] opportunities that has giving to me to /'preznt/ how to deal with covid [Sembilan belas] . In my [pause] opini..opinion __ __ __, we always /'weɪŋg/ a mask, /'ke:pɪŋ/ you distancing and always /'waɪʃɪŋ/ your hands
6	MI	First of all, thank you very much for opportunities given to me for /'preznt/ my opinion. In my opinion, the most appropriate /waɪ/ to deal with covid-19 is follow the /ədvaɪs/ of /'gʌvənmənt/ Alright, thank you very much.
7	MRR	Thank you thank you for [pause] the [pause] opportunity that has /ben/ given to me to present my /ɑnsər/ /haʊ/ to prevent the /sprɪt/ of covid-19. The way to prevent the /sprɪt/ of covid-19 is a

		[pause] is in always one always /wesh/ your hands, two always keep /də/ distance from other people. Three, always use a mask
8	RR	The best /waɪ/ the best /waɪ/ to stop trans..transmising of covid-19 what /waɪ/ to /prevent/ the /sprɪt/ of covid-19 are like /'wɪrɪŋg/ a mask, keeping /'dɪstəns/ to /'wɒʃɪŋg/ hands and avoiding /kraʊd/ avoiding contact with /ɔːdər/
9	RW	The best ways to stop the /sprɪt/ of covid-19 are like /'wɪrɪŋg/ a mask, /'gɪtɪŋg/ use to /wɒʃɪŋg/ hands, avoiding /kraʊd/ and minimizing contact contact with /ɔːdər/
10	RD	Thank you for the opportunities that has been given to me to /'preznt/ the /ɑːnswər/ on how to deal with covid-19. In my /ə'pɪnjən/ , to stop the /sprɪt/ of covid-19 by always /'wɪrɪŋg/ a mask, keeping your distancing and always washing your hands
11	SW	The /waɪ/ to stop covid-19 by washing hands by foam, _____, /'wɪrɪŋg/ mask
12	SI	Thanks for your opportunity you give me /cu/ /'preznt/ about the best ways to stop transmission of covid-19 such as stay at home, washing hands, keep distancing, minim contact /wɛt/ the /'pepəl/ cleaning /mesk/ . Thanks
13	AFM	How to stop the transmission of covid /naɪi..naɪntɪn/ first of all, we must be diligent to /ɛn..'wɒʃɪŋg/ our hands because /clɛn..'clɛnɪs/ is very important to prevent /dɪzɪs/ Second, we have to use a mask when we are outside the house. Third, we must keep our distance from others. The little things we do can

		prevent the / sprit / of covid-19
14	EPN	How to stop covid-19 /'wasing/ /'wasing/ hands, use a mask when /,outsid/ the home [pause] _____ covid_____ stay at home [pause], /mein'tein/ distance
15	LSP	How to stop covid Sembilan belas /tresmission/ following the /'gʌvərnmənt/, [pause] /'eswasiŋ/ hands, /menstein/ a /'distainsid/, don't left the /hous/
16	MDA	How to stop covid -19 trans..si..transmission. if covid-19 is /sprering/ in your community stay safe by taking some simple _____ such [pause] as physical distancing, wearing a mask, keeping room, well-[ventilated], avoiding /crouch /, /'cleniŋ/ your hands, /chaljiŋ/into a /bens/ about tissue
17	MJA	What I did to prevent the /sprid/ of covid-19 was to /'listen/ /'government/_____ such as /'wesɪŋ/ hands, keeping your distance, stay at home and use a mask
18	MA	How to stop covid-19. Satu, /wes/ your hands with /sup/. dua, /wir/ a mask. tiga, keep a minimum distance of one meter,
19	NTA	I want to tell you how to stop covid-19 transmission. First, cleaning your hands, [pause] wearing a mask, social distancing, stay at home [filler:aaa] and stay safe
20	RKS	Hi guys. Today, I want to tell you about how to stop covid-19 transmission. First, if you go out, I always remember to wear my mask and then always bring my hand sanitizer so that [pause] if there is no water and /sup/. I can use it to wear my [filler:aaa] to wash my hands [filler:aaa] and then if I'm in [filler:aaa] crowded place, I always do a

		social distancing so that I can't catch the virus. I think that's all. Thank you
21	RA	How to stop covid-19 transmission stay safe by taking some /prescoun/ such as /pi..psi..kal/ distancing, /'wirɪŋ/ a mask, /voiding/ crowds, cleaning your hands and /'cauging/ [into] a ____ /'ban/ or tissue
22	RM	How to stop covid-19. One, wash your hands with /sup/ Two, /wer/ a mask. Three, keep a minimum distancing of one meter. Four, _____ to help _____
23	TRW	How to stop covid-19 don't ____ public /transission/ always keep /'minimam/ distance of one meter from /oder/ people, /wes/ hands before eating, always ask always ask a mask while /'traviling/
24	WS	How to stop covid-19 wash your hands, regular always keep distancing from people who ____ or squeeze, always /'wirɪŋ/ a mask
25	MRK	How to stop covid-19 umm. First, umm social distancing [pause] , /'eskænd/ /moun'teɪn/ /moun'teɪn/ clean lines. Three, stay at home. Four, wearing a mask.


APPENDIX 9: Students' Post-Test Transcription

No.	Name	Transcription
1	ATD	My name is AT. I / clos / how to / prevent / flooding are keep your / environment / do not litter
2	APP	My name is APP. I choose flooding. How to pre..prevent flooding are throw garbage it it in its / pleis / [filler:aaa] clean the sewers from trash, routinely do community service, [filler:aaa] make irrigation channels, [filler:aaa] make a biopore hole in a certain place, [filler:aaa] don't don't cut tree and reforestation
3	LMA	My name is LMA. I choose landslide. How to prevent landslide are plant lots of tree, stipulate a ban on logging of illegal trees.
4	MARW	My name is MARW. I / cos / landslide. How to prevent landslide are reforestation, do not cut down tree illegally
5	MAR	My name is MAR. I / cos / flooding. How to / pervent / flooding [filler: er] make irrigation /'cenel/
6	MI	My name is MI. I / cos / /'lendsleid/. How to / prervent / /'lændslaid/ are do not /lev/in the /'harlend/or foot hills
7	MRR	My name is MRR. I choose flooding. How to / pervent / flooding /er/by not throwing /'gerbeg/ in the river and do not closing the gutter.
8	RR	My name is RR. I / cos / flooding. How to / preven / flo..flooding are keep your / environment / / environment / /klen/and do not litter
9	RW	My name is RW. I / kos / /'fludɪŋ/. How to prevent /'fludɪŋ/are clean the sewers from /tres/, make irrigation channels
10	RD	My name is RD. I / kos / flooding. / krit / biopores and / obsortion / wells, do not litter, keep your / environmen / clean
11	SW	I choose flooding /du:/ /na:t/ litter, [pause] keep

		your /ɪn vaɪrənmənt/ /kli:n/throw ____
12	SI	My name is SI. I choose flooding. How to prevent flooding are /klen/the sewers from trash, make irrigation /cenel/and do not cut trees.
13	AFM	My name is AFM. How to prevent flooding namely by not littering and make dams in rivers
14	EPN	Saya memilih cara mengatasi banjir yaitu do not litter, /klen/clean the dirty gutter, planting trees around the house
15	LSP	Forest fire management pay attention to forest areas with high fire hotspot that can trigger forest fire not /'klerɪŋ/land or plantations by burning forest, do not /trou/ /'sɪgaret/ /'kerlesli/in the forest, do not leave campfire in the forest
16	MDA	My name is MDA. I choose the /flut/ because I know how to stop it, [filler] the way to the way to deal with flooding is to dispose garbage [pause] in its place
17	MJA	My name is MJA. [pause] land.. /'landsled/. /de/ /waz/overcome them is /to/hold reforestation
18	MA	My name is MA. /flud/ the way to /it is to /trou/ /'gerbeʒ/in its /ples/
19	NTA	My name is NTA. [filler:eee] I choose /flud/ , [filler:eee] to prevent flooding we shouldn't throw garbage in the river
20	RKS	My name is RKS. I choose drought. [filler: mmm mmm] first, never pour water down the drain when there may be another use for it, check all plumbing for leaks and have any leaks repaired by a plumber, install an instant hot water [pause] heater on your sink
21	RA	How to deal with drought [filler: eee] in a way thin crops to /'moderət/levels, improve irrigation application, keep cover crops mount
22	RM	My name is roman. [pause] flood how to /de:l/ with

		flooding with do not cut /down/trees / 'karles/
23	TRW	My name is TRW. I /co:z/ how to deal with forest fire. [filler: mmm] not throwing /'singret/ not throwing /'singret/ in the [filler:eee] forest and don't leave /'campfair/ in the forest. Thank you
24	WS	My name is WS. I /cu:z/ the four /'imeʒ/ . How to deal with____. One, do not litter. Two, clean _____, and three planting trees at home
25	MRK	My name is MRK. I choose picture number four namely flooding. The way to ever overcome flooding is not throw garbage /'into/ the river because it can blog the river flow

APPENDIX 10: Surat Izin Meneliti

**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**
UNIVERSITAS HASANUDDIN
FAKULTAS ILMU BUDAYA
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Nomor : 5821/UN4.9.1/PT.01.04/2020
Lamp. : -
Hal : Permohonan izin Penelitian

22 Oktober 2020

Yth. Kepala Sekolah SMAN 2 Raha
di Raha, Kec. Katobu, Kab. Muna
Provinsi Sulawesi Tenggara

Dengan hormat, kami sampaikan bahwa mahasiswa Program Magister (S-2) Bahasa Inggris Fakultas Ilmu Budaya Universitas Hasanuddin, yang tersebut di bawah ini:

n a m a : **SITI SALEHA MANAN**
nomor pokok : **F022182003**
program pendidikan : **Magister (S-2)**
program studi : **Bahasa Inggris**
konsentrasi : **Kependidikan**


bermaksud melakukan penelitian dalam rangka penulisan tesis dengan judul: **The Application of Problem-Solving Task and Its Effect on the Speaking Proficiency of Students at SMAN 2 RAHA**

Pembimbing : 1. Dr. Abidin Pammu, Dipl.TESOL., M.A. (Ketua)
2. Dra. Ria Rosdiana Jubhari, M.A., Ph.D. (Anggota)

Waktu Penelitian : Oktober 2020 s.d. selesai
Tempat Penelitian : SMAN 2 Raha, Kec. Katobu, Kab. Muna

Sehubungan dengan hal tersebut, kami mohon kebijaksanaan Bapak/Ibu kiranya berkenan memberi izin kepada yang bersangkutan untuk melakukan penelitian di unit kerja Bapak.

Atas perkenan dan kerjasama Bapak/Ibu diucapkan terima kasih.


Wakil Dekan,
Wakil Dekan Bid. Akademik, Riset, dan Inovasi,
Prof. Dr. H. Fathu Rahman, M.Hum.
NIP 19601231198703025

Tembusan
1. Wakil Rektor Bidang Akademik Unhas sebagai laporan
2. Para Wakil Dekan Fakultas Ilmu Budaya
3. Ketua Program Studi S-2 Bahasa Inggris
4. Sdr. SITI SALEHA MANAN
5. Peringgal.

APPENDIX 11: Documentations



