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APPENDIX

A. APPENDIX A

Date	Day:	Lecturer	Students
Time:	Activity/Material	Lecturers' Behavior/comment	Students behavior/comment

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B. APPENDIX B

Please answer the questions about your experience in learning English in university. The information you provide will be confidential : your name will not be used and your lecturer will not read think. This not a test, so there are no rights or wrong answer. I want to know what do you think. Please answer sincerely as only will guarantee the success of this research. Thank you very much.

Your opinions and perspective on English Learning and Speaking

1. (reading, writing, speaking, listening) which one is the most difficult to improve (please circle one)

And why?

2. When do you study English Speaking in University, which one do you think is the most difficult and the second difficult? If you have not studied in English in course, please imagine what will you experience?

Reading : Writing : Speaking : Listening:

Please write 1 for most difficult and write 2 for the second most difficult

3. Please indicate how much you agree or disagree with the statement below

		Strongly Disagree	Disagree	Somewhat	Somewhat Agree	Agree	Strongly Agree
Sometimes, doing speaking activities is difficult or i do not talk much in group/class discussion BECAUSE....							
In general, i am not confident about my speaking in English							
My vocabulary is limited, so its difficult to express what i want to say							
I miss chances to talk because other students say the answer quickly							
I dont get a chance to talk because some talkative student diminate discussion							
I am not used to talking in class because the lecturer do not usually ask us to discuss i the classroom							
I am not used to giving my opinoins in class							

because we do not usually give our opinion in the classroom

I do not always have an opinion about a topic, so i need more time to think

I prefer to listen when i do not have much information to talk about

I am not good at finding main ideas, examples or the connection between the ideas

When i give my opinion, it is not easy to find supporting examples or details for my idea

When lecturers ask us “discuss in group”. I am not always sure what to talk about

My reading is slow, so i often want more time to read a text before discussion the content

My listening is not very good, so i often want more time to listen before discussion the content

I hesitate to talk because i am not sure if my answer are correct

Regular Speaking Activities

A. Please evaluate your level of difficulty in doing regular speaking activities

Activites	Very Difficult			Very Easy		
	1	2	3	4	5	6

-
- 1 Group discussion about information from reading
Talk about main ideas and example from article or book
 - 2 Group discussion about information from video/listening
Talk about main ideas and example from video/listening
 - 3 Group discussion on a topic
Expression opinion about happiness, education and movie
 - 4 Whole class discussion
Talk about information and express the opinion to

When i am doing oral presentattion

Strongly
Disagree
Disagree
Somewh
at
Somewh
at Aagree
Agree
Strongly
Aagree

I pay my attention to my pronounciation while i am speaking

I pay my attention to my grammar while i am speaking

I pay my attention to my vocabulary while i am speaking

I pay my attention to organization of my speech (organize my talk before i speak and make my speech coherent

I receive clear and spesific instruction for giving oral presentation from my teachers

I receive feedback on my speaking skill oral perfomance from teachers

I receive feedback on my speaking skill oral perfomance from classmate

I analyze my weaknesses and strenghts in my speaking skill or oral perfomance

I force myself to speak (or i have to speak) even when i am not intersted in the topic

I force myself to speak (or i have to speak) even when i do not have enough information to talk about

Repeated practice (doing many times) with oral

presentation is a good way to improve my speaking skill

Repeated practice (doing many times) with oral presentation is a good way to improve my confidence in my speaking skills

D. Please indicate how much you agree or disagree with the statement about doing group/whole class discussion

When i am doing group/whole class discussion

Strongly Disagree Disagree Somewh at Somewh at Aqree Agree Strongly Agree

I pay my attention to my pronunciation while i am speaking

I pay my attention to my grammar while i am speaking

I pay my attention to my vocabulary while i am speaking

I pay my attention to fluency (trying not to hesitate, repeat, or pause)

I pay my attention to organization of my speech (organize my talk before i speak and make my speech coherent)

I receive clear and spesific instructions for doing group/whole class discussion

I receive feedback on my speaking skills or oral performance from my teachers

I receive feedback on my speaking skills or oral performance from my classmates
 I analyze my weaknesses and strenghts in my speaking skills or oral performance
 I force my self to speak (or i have to speak) even when i am not interested in the topic
 I force my self to speak (or i have to speak) even when i do not have enough information to talk about
 Repeated practice (doing many times) with oral presentations is a good way to improve my speaking skills
 Repeated practice (doing many times) with oral presentations is a good way to improve my confidence in speaking skills

Partial immersion speaking activities

A. Please indicate if you did each task below and evaluate your level of difficulty in doing Partial immersion speaking task.

Partial immersion speaking tasks	I did this tasks in class Yes/No	Very Difficult			Very Easy		
		1	2	3	4	5	6
1. Speak Talk about a topic (e.g., favorite city, memorable event) with several examples and details	Yes/No	1	2	3	4	5	6
2. Speak Tell your prefence (small vs large class in	Yes/No	1	2	3	4	5	6

- university) support your choice by giving several different examples and detail
- | | | | | | | | | |
|----|---|--------|---|---|---|---|---|---|
| 3. | Listen and Speak about campus life
Briefly describe the problem, two solution and then tell your prefence and reason why do you prefer the solution you choose | Yes/No | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Listen and Speak about academic topic
Summarize the main points and the examples for each point in the listening examples when lecturer teaches i the class | Yes/No | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Read, Listen and speak about campus life
Talk about speakes opinion and reason for the opinion by linking the information in the reading | Yes/No | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Read, Listen and speak about academic topic
Explain a toic by linking listening with spesefic example | Yes/No | 1 | 2 | 3 | 4 | 5 | 6 |

B. Please evaluate your level of motivation and participation

1. My motivation for doing the speaking activities in Partial immersion program

1	2	3	4	5	6	7	8	9	10
Extremely low					Extremely High				

2. Compared to other students, my level of participanton in Partial immersion

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Extremely low

Extremely High

C. Please indicate how much you agree or disagree with the statement about doing Partial immersion Speaking tasks

When i am speaking in Partial immersion

Strongly
Disagree
Disagree
Somewh
at
Somewh
at Agree
Agree
Strongly
Agree

I pay my attention to my pronunciation while i am speaking

I pay my attention to my grammar while i am speaking

I pay my attention to my vocabulary while i am speaking

I pay my attention to fluency (trying not to hesitate, repeat, or pause)

I pay my attention to organization of my speech (organize my talk before i speak and make my speech coherent)

I receive clear and spesific instructions for giving oral presentation from teachers

I receive feedback on my speaking skills or oral performance from my teachers

I receive feedback on my speaking skills or oral performance from my classmates

I analyze my weaknesses and strenghts in my speaking skills or oral performance

I force my self to speak (or i have to speak) even when i am not interested in the topic

I force my self to speak (or i have to speak) even when i do not have enough information to talk about

Repeated practice (doing many times) with oral presentations is a good way to improve my speaking skills

Repeated practice (doing many times) with oral presentations is a good way to improve my confidence in speaking skills

Now compare youe behaviours and opinions for three speaking activities : oral presentation, group/class discussion, and the Partial immersion speaking tasks. Please describe for which activity, the statements below are the most, the second, or the last true

Write 1 for most true, for the second true, 3 for the least true

I pay my attention to my pronunciation while i am speaking

I pay my attention to my grammar while i am speaking

I pay my attention to my vocabulary while i am speaking
(choose good vocabulary)

I pay my attention to fluency (trying not to hesitate, repeat, or pause)

I pay my attention to organization of my speech (organize my talk before i speak and make my speech coherent)

I receive clear and spesific instructions for giving oral presentation from teachers

I receive feedback on my speaking skills or oral performance from my teachers

I receive feedback on my speaking skills or oral performance from my classmates

I analyze my weaknesses and strenghts in my speaking skills or oral performance

I force my self to speak (or i have to speak) even when i am not interested in the topic

I force my self to speak (or i have to speak) even when i do not have enough information to talk about

Repeated practice (doing many times) with oral presentations is a good way to improve my speaking skills

Repeated practice (doing many times) with oral presentations is a good way to improve my confidence in speaking skills

D. Imagine your take another intensive course in which the Partial immersion speaking class are used regularly from the beginning to the end of the course: how much do you agree or disagree with the statements below

My opinion on doing the Partial immersion speaking activities regularly in the classroom

Strongly Disagree
Disagree
Somewhat
at
Somewhat
at
Agree
Strongly
Agree

It is waste of time because i do not have to take the Partial immersion class

It is not helpful to improve my speaking because the skills and tricks are useful only in the the Partial immersion class

I will not improve my speaking skills because some materials are too difficult for me

I might be able to express my opinion more easily

I might be able to speak more spontaneously (quickly)

I might be able to speak more coherently (good organization of my speech)

I might feel more confident during class discussion because i practice giving answers and opinion quickly

E. Please give your opinion about taking the Partial immersion speaking activities in your classroom

1. I like taking the Partial immersion speaking class because

2. I did not like the Partial immersion speaking class because

F. What do you think about Partial immersion programs could change to help you in improving your speaking skills ?

G. Look at the all the speaking activities you have done in your class. Choose the three (3) of them that you think can help you in improving your speaking skill as the university students.

1. _____ 2. _____ 3. _____

Regular Speaking Class

- R1 1. Group discussion about information from reading
Talk about main ideas and examples/details from articles, report or book chapters
- R2 2. Group discussion about information from videos/listening
Talk about main ideas and examples/details from videos, tapes and guest lectures
- R3 3. Group discussion on a topic
Express my opinion about a topic (e.g happiness, education, book/movie

review) and explain why i have that opinion

- R4 4. whole class discussion
Talk about information and express my opinion to the whole class or ask and answer questions to the whole class
- R5 5. Oral presentation
Give an oral presentation (e.g boom review presentattion, topic presentation, research paper presentation) in front of the class
- R6 6. Debates
Choose one side and defend your said by presenting several arguments

Partial immersion Speaking Class

- PIP 1. Speak
1 Talk about a topic (e.g favorite city, memorable event)
- PIP 2. Speak
2 Tell your prefence (small vs. Large class in your university and support your choice by giving several different examples and details
- PIP 3. Listen and Speak (about campus life)
3 Briefly describe the problem, two solution, and then tell your prefence and reasons why you prefer the solution you choose
- PIP 4. Listen and Speak (about academic topic)
4 Summarize the main poins and the examples for each point in the listening (e.g professor and others lectures instructuons on how to use a teaching aids
- PIP 5. Read, listen and speak (about campus life)
5 Talk about speakers opinion and reasons for the opinion by linking the information in reading (e.g campus policy) to listening
- PIP 6. Read, listen and speaking (about academic topic)
6 Explain a topic by linking (spesific examples) to reading (general

information) (e.g. explaining the subject matters from the text book and lecturers explanation)

H. While you were taking your subject, on average, how many hours did you usually spend each week to do your homework or to prepare for class? If you

Reading	() hr	Listening	() hr	Speaking	() hr	Writing	() hr
	Per		Per		Per		Per
	week		week		week		week

C. APPENDIX C

Interview – Teachers

Background

Name :

Years of ESL Learning :

Years/Semester of ESL Learning :

A. Teaching Speaking & Satisfaction

1. Can you remind me of which Partial Immersion program for speaking tasks you did?
2. Which of those did you enjoy and why?
3. Which of those did you not enjoy and why?
4. Overall, how different were these tasks from the regular speaking activities (e.g., oral presentation, group discussion) that students do? How similar were they?
5. Compared to regular speaking activities (e.g., oral presentation, group discussion), what advantages do Partial Immersion program for speaking tasks offer for developing speaking ability? What their limitation?
6. Do you find that students from some culture background are more active participants in small group or whole class discussion?
7. If yes, how do you usually try to encourage more participation from more reticent students?
8. Did you find any of Partial Immersion program speaking tasks to be effective ways of encouraging more active participation by these students? Why or why not?
9. Did you find (or believe) Partial Immersion program for speaking practice to be effective ways of building students confidence in their oral skills? Why or why not?

B. Observed Partial Immersion program Methodology

1. Student work mode
 - I noticed that you asked students to work on Partial Immersion program for speaking tasks in pair rather than to work in small group. Why?
2. Modeling/demonstration and follow up discussion

3. I noticed that you asked (did not ask) a few students to do the class as a model and to comment on their performance. What mode you decide to do this, and how effective was it, in your view?
4. Teaching strategies
 - Did you teach Partial Immersion program for techniques/strategies and do you think that they are also helpful for students speaking skill development?
5. Scoring rubrics
Using scoring system from Madsen

C. Evaluation and Feedback

- I noticed that speaking is evaluated when SS are doing debates and oral presentation. How well do you feel they capture a students oral ability.
- Do you see the Partial Immersion program as potentially useful for providing additional/different types of speaking activities for evaluation?

D. Potential of the Partial Immersion program

- If you use the Partial Immersion program, would you make any changes to how they were used? If yes, what would do differently? If no, why not?

Interview Coordinator

1. What were the motivation for including the Partial Immersion program in curriculum?
2. What were the purposes/aims of using the Partial Immersion program for speaking activities?
 - In what ways can the Partial Immersion program for speaking practice help the students in developing academic speaking skill?
 - What are the other advantages of using the Partial Immersion program in a regular class?
3. Decision making process
 - Who was involved in the decision making process?
 - How
4. Material Preparation: Preparing teaching material based on the guidelines of teaching program
 - Who?

- Sources?
- 5. Planning and Predictions
 - How were the material distributed to the students?
 - How were the students responses the material?
 1. Meeting? What was discussed at the meeting:?
 - What did you expect the students do with the material?
 1. Do the task
 2. Giving feedback
 - Anticipated difficulties for students
 - How did you feel that the students would react/respond?
- 6. Success
 - Comments on success according to your criteria of success
 - Do you anticipate using this again? If so, how?

Coding Categories

Reason for likes

	Categories		Sub-categories	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8
A	Task Characteris tic	1	New/different format								
		2	Time limit/lack of preparation time								
		3	Related to real life								
		4	Fun/interesting								
		5	Topics (different, interesting, familiar)								
		6	Forcing oral production								
B	Helpful for speaking	1	Improving speaking in general								
		2	Organization								
		3	Pronunciation								
		4	Academic speech								
		5	Confidence								

Reason for dislikes

	Categories		Sub-categories	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8
A	None										
B	Task	1	Time limit								

	Characteristic	2	Not Helpful for daily life/studies										
		3	Difficult academic topics										
C	Task implementation	1	Not important for course										
		2	Lack of teacher preparation										
		3	Not enough practice in class										
		4	Already done in course										
D	Affective	1	Nervous										
		2	Boring										

Suggested improvement

Categories	Sub-categories	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8		
A To teachers	1	Talk more with students individually									
	2	Force SS to speak/stop talkative									
	3	Instruction/feedback									
	a	Grammar									
	b	Focused and specific for speaking skills									
	c	Pronunciation									
	d	Informal/casual speech									
	e	Vocabulary/expressions									
B To program	1	Different/diverse topics									
	2	Focused speaking activities									
	a	More oral presentation									
	b	More debates									
	3	More grammar activities									
	4	More after-class activities									
	5	Better prepare students for speaking									

D. APPENDIX D

Row score of students' pre test from three assessors

No SS.	Assessor 1						Assessor 2						Assessor 3					
	1	2	3	4	5	Mean	1	2	3	4	5	Mean	1	2	3	4	5	Mean
1	2	2	3	3	3	2.6	3	4	3	3	4	3.4	2	3	2	2	3	2.4
2	3	2	3	3	3	2.8	3	4	4	4	4	3.8	3	2	4	3	3	3
3	4	3	3	3	3	3.2	4	3	4	4	4	3.8	3	3	4	3	3	3.2
4	2	3	3	3	3	2.8	4	3	3	4	4	3.6	3	3	2	2	3	2.6
5	3	3	2	3	3	2.8	3	3	3	3	3	3	3	3	2	2	3	2.6
6	3	3	2	2	2	2.4	2	3	3	3	3	2.8	3	2	2	3	3	2.6
7	3	3	4	4	4	3.6	4	4	4	5	5	4.4	4	5	4	4	3	4
8	2	4	3	3	3	3	3	3	4	3	3	3.2	2	3	3	3	3	2.8
9	4	3	3	3	3	3.2	3	3	3	4	4	3.4	4	2	3	3	3	3
10	3	3	3	3	2	2.8	2	3	3	2	2	2.4	2	2	3	3	3	2.6
11	3	3	3	4	4	3.4	4	4	3	3	4	3.6	3	3	3	3	4	3.2
12	2	2	3	3	3	2.6	4	3	3	3	3	3.4	2	3	2	3	3	2.6
13	4	4	3	3	4	3.6	4	4	4	4	4	4	3	3	4	3	3	3.2
14	4	3	3	3	4	3.4	4	3	4	4	5	4	3	5	4	4	4	4
15	4	4	4	4	3	3.8	4	5	4	4	4	4.2	4	4	4	4	4	4
16	3	3	3	3	2	2.8	3	3	4	4	3	3.4	2	3	3	3	3	2.8
17	3	3	3	4	3	3.2	4	4	4	4	3	3.8	3	4	3	3	3	3.2
18	3	3	2	3	3	2.8	3	3	3	3	3	3	2	2	3	3	3	2.6
19	3	3	3	3	3	3	4	4	4	3	3	3.6	3	3	4	3	2	3
20	3	2	2	3	3	2.6	3	4	4	3	3	3.4	3	3	3	3	3	3
21	2	3	3	3	3	2.8	3	4	4	4	4	3.8	4	3	3	2	3	3
22	2	2	3	3	3	2.4	2	3	4	3	3	3	3	3	3	3	3	3
23	3	2	3	3	3	2.8	2	2	2	3	3	2.4	3	2	2	3	3	3
24	3	3	3	4	5	3.6	4	3	4	4	4	3.8	3	3	2	3	3	2.8
25	3	3	3	2	3	2.8	4	3	3	3	3	3.2	3	3	3	3	3	3
26	3	3	3	4	4	3.4	4	4	4	4	4	4	4	3	4	3	3	3.4
27	4	4	3	4	4	3.6	4	4	4	4	4	4	4	4	4	3	4	3.8
28	2	2	2	2	3	2.2	2	2	2	3	3	2.4	2	2	1	3	2	2
29	2	2	3	2	2	2.2	2	3	2	3	3	2.6	2	2	3	2	3	2.4
30	2	2	3	3	2	2.4	2	2	2	1	2	2.2	2	2	2	1	3	2
31	2	2	2	2	2	2	3	3	3	4	4	3.4	2	2	2	3	3	2.4
32	2	2	2	3	3	2.2	3	3	3	3	3	3	3	3	3	3	3	3
33	3	4	3	3	3	3.2	3	3	3	3	3	3	2	3	3	3	3	2.8
34	3	2	3	3	3	2.8	3	3	4	4	4	3.6	4	4	3	4	4	3.8
35	3	4	3	2	3	3	4	3	4	4	4	3.6	3	2	3	3	3	2.8
36	2	3	3	2	2	2.8	4	4	3	4	4	3.6	4	4	3	3	4	3.6

37	4	4	4	4	4	4	4	4	3	3	4	3.6	4	3	3	3	3	3.2
38	3	3	3	2	3	2.8	3	2	3	3	3	2.8	3	2	3	3	3	2.8
39	2	2	2	3	3	2.4	3	3	3	3	2	2.8	2	2	3	3	3	2.6
40	3	3	3	4	3	3.2	3	4	4	3	3	3.4	3	3	3	3	3	3
	Mean score					3.01	Mean score					3.27	Mean score					2.97
	Mean score = Ass 1+Ass 2+Ass 3 = 3.01 + 3.27 + 2.97 = 9.25 / 3 = 3.038																	

Row score of students' post test from three assessors

No SS.	Assessor 1						Assessor 2						Assessor 3					
	1	2	3	4	5	Mean	1	2	3	4	5	Mean	1	2	3	4	5	Mean
1	4	4	4	5	5	4.4	4	4	5	5	5	4.6	5	5	4	5	5	4.8
2	4	5	4	4	4	4.2	5	5	5	5	5	5	4	4	4	4	4	4
3	5	5	5	5	5	5	5	5	5	5	5	5.2	5	4	6	5	5	5
4	5	5	5	6	6	5.4	5	6	6	6	6	5.8	5	5	5	5	5	5
5	5	5	5	6	5	5	5	5	5	6	6	5.4	4	4	5	5	5	4.6
6	4	4	4	4	4	4	5	5	4	4	4	4.4	4	4	3	3	4	3.6
7	5	6	6	6	6	5.8	6	6	6	5	6	5.8	6	6	6	5	6	5.8
8	6	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
9	5	5	5	6	6	5.4	4	4	4	4	4	4	4	5	5	4	4	4.4
10	4	5	4	4	4	4.2	4	5	5	4	4	4.4	4	4	4	4	4	4
11	6	6	5	5	5	5.4	6	6	5	6	6	5.8	4	4	6	6	5	5
12	3	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
13	5	6	5	5	6	5.2	5	5	5	6	4	5	4	5	5	5	5	4.8
14	6	6	6	5	5	5.8	5	6	6	5	5	5.4	5	5	6	6	6	5.6
15	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
16	4	5	5	4	4	4.4	5	5	4	4	4	4.4	4	4	4	5	5	4.4
17	4	5	5	5	5	4.8	5	4	5	5	5	4.4	4	5	4	4	4	4.2
18	5	4	4	4	4	4.2	4	4	4	4	4	4	4	4	3	4	4	3.8
19	4	4	4	4	4	4	5	5	4	5	5	4.4	4	4	4	5	5	4.4
20	3	4	4	4	4	3.8	4	4	4	4	4	4	3	3	4	4	4	3.6
21	4	4	4	4	4	4	5	5	5	6	5	5.2	6	5	5	5	5	5.2
22	4	4	4	4	4	4	4	5	5	4	4	4.4	4	3	4	3	4	3.6
23	4	3	4	4	4	3.8	4	3	4	4	4	3.8	4	3	4	4	4	3.8
24	5	5	6	4	5	5	5	5	5	6	6	5.4	5	5	4	4	5	4.6
25	3	5	4	4	4	4	5	4	5	5	5	4.8	4	5	4	5	4	4.4
26	5	6	5	5	5	5.2	5	5	6	5	5	5.2	5	5	5	6	5	5.2
27	5	6	6	5	5	5.4	5	6	6	6	5	5.6	5	5	5	6	5	5.2
28	4	4	3	4	4	3.8	3	4	4	3	3	3.4	3	3	4	4	4	3.6
29	4	3	4	3	4	3.6	4	3	3	4	4	3.6	4	4	4	4	5	4.2
30	4	4	3	3	3	3.4	4	4	4	3	4	3.8	3	4	3	4	4	3.6

31	4	4	4	4	4	4	4	5	5	4	4	4.4	4	3	4	3	4	3.6
32	4	3	4	4	4	3.8	4	5	5	4	4	4.4	5	4	5	4	4	4.4
33	4	5	5	4	4	4.4	4	4	4	5	5	4.4	4	5	4	5	4	4.4
34	5	5	5	5	5	5	4	4	5	5	5	4.6	5	5	5	4	5	4.8
35	5	5	4	5	5	4.8	5	5	5	5	4	4.8	5	5	5	4	5	4.8
36	5	5	5	5	5	5	6	6	6	5	6	5.8	5	5	5	6	6	5.4
37	5	6	6	5	5	5.4	6	5	6	6	6	5.8	5	5	5	5	5	5
38	5	5	6	5	5	5.2	5	6	6	5	5	5.4	5	5	5	5	5	5
39	5	6	6	5	5	5.4	5	5	5	6	5	5.2	5	5	5	5	5	5
40	4	4	4	3	4	3.8	6	4	6	4	2	4.4	4	5	4	5	4	4.4
	Mean score					4.14	Mean score					4.555	Mean score					4.43
	Mean score = Ass 1+Ass 2+Ass 3 = 4.14 + 4.555 + 4.43 = 13.125 / 3 = 4.375																	

B. Total score of the raw data of Pre-test and Post-test for speaking in two way immersion class.

No.	Total Score of Pre-test Grade (X1)	Total Score of Pre-test Grade (X2)	\bar{D} (X2 - X1)	D ²
1	3.083	4.375	1.292	1.669

Statistical Analysis of the speaking test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}} \dots$$

$$\bar{D} = \frac{\sum D}{n} = \frac{1.292}{40} = 0.032$$

$$t = \frac{0.032}{\sqrt{\frac{1.669 - \frac{(1.292)^2}{40}}{40(40-1)}}}$$

$$t = \frac{0.032}{\sqrt{\frac{1.669 - \frac{1.669}{40}}{1560}}}$$

$$t = \frac{0.032}{\sqrt{\frac{1.669 - 0.041}{1560}}}$$

$$t = \frac{0.032}{\sqrt{\frac{1.628}{1560}}}$$

$$t = \frac{0.032}{\sqrt{0.001}}$$

$$t = \frac{0.032}{0.031} \quad t = 1.032$$

Madsen 1983. Scoring System

Classifications	Score	Criteria
Excellent	6	Uses English with few (if any) noticeable errors or grammar or word order. (<i>Democracy is consisted of two element namely demos and cratos. Where demos is government and cratos means people. So democracy is government from people, by people, and for people</i>)
Very Good	5	In general uses "good English" but with occasional grammatical or word-order errors which do not, however, obscure meaning (e.g., "I am needing more English") (<i>Democracy is consisted of two element namely demos and cratos. Where demos is government and cratos means people. So democracy is government from people, by people, and for people while theocracy is a government who lead by princess or king</i>)
Good	4	Meaning occasionally obscured by grammatical and/or word-order errors (<i>Indonesia still study democracy because very long time government Indonesia is from militer</i>)
Average	3	Grammatical usage and word-order definitely unsatisfactory; frequently needs to rephrase

		<p>constructions and/or restricts himself to basic structural pattern (e.g., uses the simple present tense where he should use past or future). (<i>Bourgeois is people rich who has many money</i>)</p>
Poor	2	<p>Errors of grammar and word-order make comprehension quite difficult. (<i>eeee... ..Proletarianthe people who do not rich</i>)</p>
Very Poor	1	<p>Speech so full of grammatical and word-order errors as to be virtually unintelligible to “the man in the street. (<i>Democracy is apa itu government people ... independent...freedom</i>)</p>

Guidelines of Teaching Program

Name of course : Speaking I
 Code Number/SKS : BIG. /2 SKS
 Study Program : English Department
 Brief Description : This course emphasize on the students active participation in teaching and learning process, so the students are able to develop their ability in speaking English. Students are expected to be able to practice their English in short conversation. This course covers the basic technique about speaking. Before joining this course the students are expected to have basic knowledge about vocabularies and structure.

Course Objectives : This course aims at equipping students with theoretical knowledge of the basic knowledge and procedures of speaking English in language teaching. Besides, it is intended to train and give practical experience to students to construct speaking activities in language teaching.

Input / practice : Speaking and listening is the main focus. Reading will be necessary. Writing can be set for homework.

Week	Topics	Vocabulary Areas	Functions	Estimated Time	Success Indicator	References
1-2	Socializing	<ul style="list-style-type: none"> • Phrases for greetings, self-introductions, hobbies, interests, family • Present simple • Question forms 	<ul style="list-style-type: none"> • Introducing yourself, Introducing Others, • Greetings, Saying Goodbye, Talking about hobbies, interests, families 	120	<ul style="list-style-type: none"> • Students can introduce their self, hobbies, interest and families. • Students can express greetings and saying goodbye in English naturally. 	Brown and Yule (1983). Teaching the spoken language An Approach on the Analysis of Conversational English. NY:CUP

3	Making Sentences	<ul style="list-style-type: none"> • Daily routine • Habit • Present Simple 	<ul style="list-style-type: none"> • Describing your daily routine. • Describing your habit. 	120	<ul style="list-style-type: none"> • Students can describe their daily routine in English. • Students can explain their habit in English. 	Bryne, D. (1986). Teaching Oral English,. New Edition. Harlow, Essex: Longman
4-5	Describing event	<ul style="list-style-type: none"> • Event • Simple Past 	<ul style="list-style-type: none"> • Describing past event • Describing future event 	120	<ul style="list-style-type: none"> • Students can describe past and future event 	
6	Describing accident	<ul style="list-style-type: none"> • Describing an accident • Past tenses, Present Perfect • Key Lexis – (was) happen, was injured 	<ul style="list-style-type: none"> • Explain the accident systematically and chronologically 	120	<ul style="list-style-type: none"> • Students can explain briefly about the accident • Students can perform how the accident happen by giving direction 	
7	Personal Identity	<ul style="list-style-type: none"> • Personal information • Educational background 	<ul style="list-style-type: none"> • Exchange the information • Educational level 	120	<ul style="list-style-type: none"> • Students can interview each others. • Students can explain their educational background • Students can explain why did they choose the school 	

8	Meetings	<ul style="list-style-type: none"> • Vocabulary for organizing meetings (minutes, secretary, chair, etc) • Phrases for meetings • Modals 	<ul style="list-style-type: none"> • Stating aims • Agreeing/Disagreeing • Giving opinions • Asking for clarification... etc 	120	<ul style="list-style-type: none"> • Students can state their aims • Students can state the agreeing and disagreeing • Students can express out their opinion orally • Students can have some questions in asking for clarification
9	Telephoning	<ul style="list-style-type: none"> • Phrases for telephoning • Politeness • Modals (Could I, Would you like to, etc) • Pron: Spelling names, addresses, etc 	<ul style="list-style-type: none"> • Politeness expression • Offers • Complaining • Dealing with complaints • Making arrangements 	120	<ul style="list-style-type: none"> • Students can express their feeling, mood, and idea in politeness expression • Students can offer or order someone to do things • Students can explain their objection with politeness expression when they complain thing
		<ul style="list-style-type: none"> • Advantages and disadvantages • Different facilities 	<ul style="list-style-type: none"> • Comparing different places 		<ul style="list-style-type: none"> • Students can compare town and

10	Living in the town	between town and village	<ul style="list-style-type: none"> • Stating the advantages and disadvantages living in town 	120	<ul style="list-style-type: none"> • Stating the advantages and disadvantages between living in town and in the village
11	Telling experiences	<ul style="list-style-type: none"> • Happiness • Sadness • Journey • Scenery 	<p>and</p> <ul style="list-style-type: none"> • Talking about party and accident • Talking about the scenery on the trip 	120	<ul style="list-style-type: none"> • Students can explain their party or greeting invitation about party • Students can talk the party • Students can speak as a protocol to open the party by saying welcome speech to the audiences

12	Free talking	<ul style="list-style-type: none"> • Continuous story • Story telling 	<ul style="list-style-type: none"> • Link each story from different students • Explain the story 	120	<ul style="list-style-type: none"> • Students can imitate each other how to make continuous story • Students can explore the story that they have read
13	Like and Dislike	<ul style="list-style-type: none"> • Questions forms • Levels of formality in requests/orders 	<ul style="list-style-type: none"> • Talking about like and dislike of something • Talking about different interests • Role play – getting people to do things more or less politely 	120	<ul style="list-style-type: none"> • Students can express their feeling and mood about something • Students can express their reason why they like and why they do not like
14	Living in the town	<ul style="list-style-type: none"> • Conditionals • Request, Offers • Typical phrases; starting, making offers, refusing, 	<ul style="list-style-type: none"> • Typical functions of negotiation: Requests, Offers, 	120	<ul style="list-style-type: none"> • Students can practice how to ask someone to do thing

	accepting, asking for clarification, bargaining		Refusal, Acceptance etc.		<ul style="list-style-type: none"> • Students can apply the suitable vocabularies in negotiating event and case
16 Presentations	<ul style="list-style-type: none"> • Language of presentations, OHP, slides, etc : signaling language: dealing with questions • Question forms 	of	<ul style="list-style-type: none"> • Giving a presentation • Handling questions • Asking questions 	120	<ul style="list-style-type: none"> • Students study how to handle the classroom presentation • Students can present their paper in front of the class • Students study how to keep their ideas and try to response the question in English.

LESSON PLAN

NAME OF COURSE : SPEAKING
LEVEL : I
CODE NUMBER/SKS :
TOPIC :
SKILL FOCUS : SPEAKING

COURSE DESCRIPTION: This course covers basic skill in speaking English, conducting students to have a lot of ideas in speaking. Familiarizing the students with target language. By the end of the course students are expected to be able to (1) Introduce their self, hobbies, interest and families, (2) express greeting and saying goodbye in English.

COURSE OBJECTIVE : The course is designed, firstly to make participants aware that speaking is a complex process which needs to be understood in order to speak it, and subsequently, evaluate it before integrating it with psychological aspects and with the skill of speaking. Secondly, speaking one of the most difficult skill language learners have to face, has traditionally been forced into the background while teachers of English have spent most of their classroom time trying to teach their students how to speak. In addition to this, outside of the classroom, Speaking is used twice as often as possible. Inside the EFL classroom, speaking is frequently the skill with the shortest time slot during class time. The aim of the course is, then, to provide useful theoretical background and strategies to reflect on and thereby optimize the teaching and learning speaking skill.

MOTIVATION STRATEGIES:

1. As the icebreaker and review of the previous lesson, teacher asks the students one by one related their personal identity
2. Teacher asks the students to prepare some questions in having interview each other in order to get some information about their feelings, ideas, moods, and educational background
3. Give the clue question to the students such as what do you know about your experience

PRESENTATION STRATEGIES:

1. Tell the students about the lesson every meeting and convey the lesson objective to the students
2. Explain some ways to understand the lesson. Tell the students that they can ask some question to clarify the meaning

SKILL PRACTICE :

1. Use the paper to drill the students using socializing, making sentences, describing event etc
2. Give the students handout and tell them to read it individually for five minutes. Then tell them to start to speak/express ideas
3. Ask the students to explain their feeling and ideas to have question for their friend

STEPS	T I M E	ROLES		LANGUAG E USE %		TYPES OF INTER ACTIO N	SUCCESS INDICATOR
		TEACHERS	STUDENTS	NL	T L		
1	2	3	4	5	6	7	8

<p>FIRST (WEEK; 1-4)</p> <ol style="list-style-type: none"> 1. Teacher gives oral command in target language and performs command. 2. Students watch and imitate command with teacher. 3. Students perform command without teacher. 4. Teacher repeat steps 1-3 with new command. 5. Teacher continues adding new commands & repeating previously taught ones. 6. Students acquire language and repeat & performance commands 	<p>1 0 0 X 4</p>	<ol style="list-style-type: none"> 1. Divide students in several group in each group consist of 2 person 2. Gives the instruction to the students to list several question related to the topic 3. Show the students how to introduce them-selves 4. Set-up the student in certain function 	<ol style="list-style-type: none"> 1. Each students will introduce their-self 2. Students work in pair by asking question to get the information about their friend identity 3. Students interview each other about, personal identity, hobbies, interest and families 	<p>60</p>	<p>4 0</p>	<p>TS-SS</p>	<ol style="list-style-type: none"> 1. Students can introduces their self , hobbies, interest and families 2. Students can express greeting and saying goodbye in English naturally 3. Students can describe their daily routine in English 4. Students can explain their habit in English 5. Students can describe past and future event
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SECOND WEEK : 5-7	1 2 0 X 3	<ol style="list-style-type: none"> 1. Set-up the students based on different level and tribe 2. Asking the students to work in pair 3. Give the instruction and some example to the students to deal with the 	<ol style="list-style-type: none"> 1. Each students proposes some question to have information about his/her pair information dealing with event 2. Discussing the event how it is happen with their pair 	50	5 0	SS-SS	<ol style="list-style-type: none"> 1. Students are able to describe the event chronologically students related to the topic 2.
		<p>Topic</p> <ol style="list-style-type: none"> 4. Monitoring the students activity 	<ol style="list-style-type: none"> 3. At the end of the class each students are invited to report the result of their discussion 				<ol style="list-style-type: none"> 3. Students are able to arrange what they want to do in the next time
THIRD (WEEK 9-12)	1 2 0 X 4	<ol style="list-style-type: none"> 1. Divide the students in several groups 2. Show the example about the several expression related to the topic given 3. Guide then students how to offer, complain and making arrangement 4. Help the students the advantages and disadvantages or living in the town 	<ol style="list-style-type: none"> 1. Students play the role as a speaker and receiver in telephone 2. Students compare between living in town and living in the village 3. Students talk about the experience and compare each other 4. Students talk the story and ask the other to continued his/he story 	40	6 0	SS-SS	<ol style="list-style-type: none"> 1. Students are able to play the role and their function 2. Students are able to compare between living in the town and living in the village 3. Students are able to keep their reason about their own choice 4. Students are able to tell their experience systematically 5. Students are able to link each story

FORTH (WEEK 13-14)	1 0 0 X 2	<ol style="list-style-type: none"> 1. Explain the reason why people like and dislike something 2. Ask the students to take the card 3. Divide the student in two groups based on their choice (card) 4. Explain to the students how to do negotiation 5. Explain to the students way to how confine someone else with several steps and reason 6. Divide the students in several groups after that ask the group of the students to prepare a paper presentation for the next meeting 7. Facilitate the students in giving opinion and stating their aims 	<ol style="list-style-type: none"> 1. Students have a sit based on their choice 2. Students select one of them lead them in discussing the topic 3. Each students gives opinion about the topic 4. Each students start to negotiate his/her ideas to his/her friend 5. Each students offers some choice to get feedback from others 				<ol style="list-style-type: none"> 1. Students are able to explain reason of choosing something 2. Students are able to give example in keeping their ideas 3. Students are able to negotiate and success to confine someone else 4. Students are able to different using formal and informal expression dealing with negotiation
FIFTH (WEEK;15)	1 0 0 X 1	<ol style="list-style-type: none"> 1. Refers to the previous meeting, ask the students to present their group paper 2. Choose one of the students to be a moderator 3. Explain to the moderator how to lead the discussion 4. Invite one group to present their paper 	<ol style="list-style-type: none"> 1. Each group have prepared their paper 2. A group as a presenter distributes the paper for each groups as the audience 	10	9 0	SS-MT	<ol style="list-style-type: none"> 1. Students are able to write the a short paper 2. Students are able to presents their paper in front of the class 3. Students are able to handle the

		5. Ask the other group to have some question to the presenter	3. Each groups asks some question to clarify some statement from the presenter				4. classroom discussion formally Students are able to debate their ideas in English
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WEEK -1

NAME OF COURSE : SPEAKING

LEVEL : I

CODE NUMKBER/SKS : 2 SKS

TOPIC : SOCIALIZING (Self-Introduction and inform others)\

SKILL FOCUS : SPEAKING

COURSE DESCRIPTION: This course cover basic skill in speaking English, conducting students have a lot of ideas in speaking familiarizing the students with target language. By the end of the course, students are expected to be able to (1) introduce their self, hobbies, interest and families. (2) Express greetings saying goodbye in English.

COURSE OBJECTIVE : The course is designed, firstly, o make participants aware that speaking is a complex process which needs to be understood in order to speak it, and subsequently, evaluate it before integrating it with psychological aspect and with the skill of speaking. Secondly, Speaking, one of the most difficult skill language learners have to face, has traditionally been forced into the background while teachers of English have spent most of their classroom time trying to teach their students how to speak. In addition to this, outside of the classroom, Speaking to used twice as often as possible. Inside the EFL classroom, Speaking is frequently the skill with the shortest time slot during class

time. The aim of the course is, then, to provide useful theoretical background and strategies to reflect on and thereby optimize the teaching and learning of speaking skills.

MOTIVATING STRATEGIES:

1. As the icebreaker and review of the previous lesson, teacher asks the students one by one related their personal identity
2. Teacher asks the students to prepare some question in heaving interview each other in order to get some informations about their feelings, ideas, moods, and educational background.
3. Give the clue question to the students such as can you tell about your family

PRESENTATION STRATEGIES:

1. Tell the students about the lesson every meeting and convey the lesson objective to the students
2. Explain some ways to understand the lesson. Tell the students that they can ask some question to clarify the meaning

SKILL PRACTICE :

1. Use the paper to drill the students using socializing, making sentences describing event etc
2. Give the students handout and tell them to read it individually for five minutes. Then tell them to start speak/express ideas
3. Ask the students to explain their feeling and ideas to have questions for their friend

STEPS	TIME	ROLES		LANGUAGE USE %	TYPES OF INTERACTION		SUCCESS INDICATOR
		TEACHERS	STUDENTS	NL	TL		
1	2	3	4	5	6	7	8
<p>FIRST</p> <p>1. Teacher gives oral command in target language and performs command.</p> <p>2. Students watch and imitate command with teacher</p> <p>3. Students performs command without teacher</p> <p>4. Teacher repeats step 1-3 with new command</p> <p>5. Teacher continues adding new commands & repeating previously taught ones</p>	100 X 4	<p>1. Creates the classroom atmosphere in which this kind in activity this value</p> <p>2. Step up the discussion (e.g. students have interviewed each other to know their friend identity) be sure that you guide the discussion into areas of personal interest for the students. Reacts as real person to what is said by the other speakers, and participates as a real person would</p> <p>3. Keeps alert to how/where the conversation is going and steers it as appropriate</p> <p>4. Keeps alert to the quiet students and bring them in an acute and alert monitor of the students participation in the conversation</p> <p>5. Feeds back smoothly and unobtrusively as students make mistake, i.e. judges when not to feedback at all, when to feedback lightly.</p> <p>6. After any corrective feedback, is sure to have students immediately recap</p>	<p>1. Each student will introduce their-self</p> <p>2. Students work in pair by asking question to get the information about their friend identity</p> <p>3. Students interview each other about personal identity, hobbies, interest and families</p> <p>4. Should feel free to start the discussion themselves</p> <p>5. Participates as a real person in the conversation</p> <p>6. Stays relaxed, and realizes that their accuracy is being enhanced by this apparently unfocused method because it periodically switches</p>	60	40	TS-SS	<p>1. Students can introduce their self, hobbies, interest and families</p> <p>2. Students can express greeting and saying goodbye in English naturally</p> <p>3. Students can describe their daily routine in English</p> <p>4. Students can explain their habit in English</p> <p>5. Students can describe past and</p>

<p>6.Students acquire language and repeat & perform command</p>		<p>what they had intended to say, this time correctly.</p> <ol style="list-style-type: none"> 1. Divide students in several groups and each groups consist of 2 persons 2. Give the instruction to the students to list several question related to the topic 3. Show the students how to introduce them-selves 4. Set-up the students in certain function 	<p>to focused attention, where the students are invited to notice something</p>				<p>future event</p>
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E. SELF INTRODUCTION

Good morning friends and how are you this morning

First of all, I say thanks very to the lecturer who has given me a good chance to stand up in front of you all for introducing myself. Ok I start now

1. My name is
2. I live on jln. number.
3. I come from
4. My tribe is
5. My hobby is
6. My educational background
 - a. I finished my elementary school in
 - b. I finished my junior high school in
 - c. I finished my senior high school in
7. I havebrother (s) andSister (s)

That's all thanks

F. WEEK – 15

NAME OF COURSE	:	SPEAKING
LEVEL	:	I
CODE NUMBER/SKS	:	BIG, / 3 SKS
TOPIC	:	PAPER PRESENTATION (Democracy)
SKILL FOCUS	:	SPEAKING
COURSE DESCRIPTION	:	This course covers academic skill in speaking English, conducting students to have a lot of ideas in speaking, familiarizing the students with target language . By the end of the course, students are expected to be able to (1) speak about democracy, comparing ideas, interruption and defend. (2) debate in English.
COURSE OBJECTIVE	:	The course is designed, firstly, to make participants aware that speaking is a complex process which needs to be understood in other to speak it, and subsequently, evaluate it before integrating it with psychological aspect and with the skill of speaking. Secondly, speaking is one of the most difficult skills. Traditionally it has been forced into the background while teacher of English have spent most of their classroom time trying to teach their students how to speak. In addition to this, outside of the classroom, speaking is used twice as often as possible. Inside the EFL classroom, speaking is frequently the skill with the shortest time slot during class time. The aim of the course is, then, to provide useful theoretical background and strategies to reflect on and thereby optimize the teaching and learning of speaking skills.
MOTIVATION STRATEGIES	:	<ol style="list-style-type: none"> 1. As the icebreaker and review of the previous lesson, teacher asks the students one by one related material that has been given. 2. Teacher asks the students to give command on paper presentation in order to get some feedback from the presenter about democracy. 3. Give the clue questions to the students such as what do you mean by democracy?
PRESENTATION STRATEGIES	:	<ol style="list-style-type: none"> 1. Tell the students about the lesson every meeting and convey the lesson adjectives to the students 2. Explain some ways to understand the lesson. Tell me students that they can ask some question to clarify the meaning
SKILL PRACTICE	:	<ol style="list-style-type: none"> 1. Use the paper to drill the students using about democracy. 2. Give the students handout and tell them to read it individually for five minutes. Then tell them to start to speak/express ideas 3. Ask the students to explain their feeling and ideas to have question for their friend
		4.

STEPS	TIM	ROLES		LANG UAGE USED %		TYP E OF INTE RAC TION	SUCCES INDICATOR
		TEACHER	STUDENT	N L	T L		
1	2	3	4	5	6	7	8
FIRST 1. Teacher gives oral command in target language and performs command. 2. Students watch and imitate command with teacher. 3. Students perform command without teacher. 4. Teacher repeats steps 1-3 with new command. 5. Teacher continues adding new commands & repeating previously taught ones. 6. Students acquire language and repeat & perform commands.	1 X 4	1. Creates the classroom atmosphere in which this kind of activity is valued. 2. Sets up the discussion / conversation (e.g students have to ask the presenter in other to know about the concept of democracy (Be sure that you guide the discussion into areas of academic topic for the students. React as real person to what is said by the other speakers, and participates as real person would. 3. Keeps alert to how/ where the conversation is going and steers it as appropriate. 4. Keeps alet to the quiet student and bring	1. Presenter will introduce their material/topic 2. Students work in pair by asking question to get the information about the democracy 3. Students ask the presenter about the democracy 4. Should feel free to start the discussion themselves 5. Participates as a real person in the conversation 6. Stays relaxed, and realizes that their accuracy is being anhaced by this apparently unfocused method because it periodically switches to focused	10	9 0	SS – SS And SS - MT	1. Students can present academic presentation in font of the class 2. Student can express their ideas and interrupt to clarify meaning in English and Indonesia 3. Students can describe the advantages and disadvantages about democracy in English 4. Students can explain their interest in English

		<p>them in an acute and alert monitor of the students participation in the conversation.</p> <ol style="list-style-type: none"> 5. Feed back smoothly and unobtrusively as students make mistakes, i.e. judges when not to feedback at all, when to feedback lightly 6. After any corrective feedback, is sure to have students immediately recap what they had intended to say, this time correctly. 7. Divides students in several group and each group consist of 2 persons 8. Gives the instruction to the students to list several question related to the topic 9. Show the students how to ask question and answer the question 10. Set-up the students in certain function 	<p>attention, where the students are invited to notice something</p>				
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G. PREMIUM FUEL PRICE INCREASE

Fuel prices in Indonesia are always an interesting topic for discussion. There are various viewpoints out community respond to the fuel price hike in 2019 during the last few months.

Community groups who agree with premium fuel price increase from Rp 6,800 / ltr to Rp 7,300 / ltr while diesel from Rp6.400 / ltr to Rp 6,900 / ltr of the opinion that the allocation of subsidies for this misses the point. They told the government subsidy should be allocated into other budgets, such as health, education and infrastructure development. Jokowi President has also prepared three magic cards to approximately 16 million poor and near poor. three magic cards are prosperous family card (PSC), Indonesia smart card (KIP), and healthy Indonesia card (KIS).

But for community groups who balked fuel price hike saying that automatically rise in fuel will create rising prices of basic necessities, even today some food commodity prices began to rise. In addition, there are many small and medium enterprises (SMEs) are the losers and it is definitely a lot of termination of employment (FLE) in enterprises increasingly high unemployment. They also have the opinion that the Indonesian government is currently deceive the people by plotting the state budget (Budget) for based on the assumption of oil price of 108 dollars per barrel, whereas the current world oil prices fell to 85 dollars. Even still expected to drop again around 70 dollars As. However, why government Indonesia actually increase fuel prices?

It seems that the Indonesian government policy surrender fuel prices to the world market price would be a debate that continues from year to year. As an intelligent society we must still respond to the government's policy for the welfare of the people regardless of its form well.

Questions

1. What do you think about premium fuel price Indonesia?
2. Why the Indonesian government policy surrender fuel prices to the world market price would be a debate that continues from year to year?
3. Do you agree agree with premium fuel price increase in Indonesia?
4. Why government Indonesia actually increase fuel prices?
- 5.

Group V

1. Anugrah yuda
2. Nurhalisah mansyur
3. Novianty
4. Anun Aqsah
5. Andi andini

CURRICULUM VITAE

A.Data Pribadi :

- 1.Nama Lengkap : Sam Hermansyah, S.Pd., M.Pd
- 2.Tempat, Tgl. Lahir : Rappang, 12 Juni 1982
- 3.Alamat : Jln.Poros Kulo,Macege Rijang Panua,,Kecamatan Kulo,Kabupaten Sidenreng Rappang
- 4.Agama : Islam
- 5.Keluarga :
 - Anak ke 3 dari 4 bersaudara
 - Bapak Kandung : Luda Salam
 - Ibu Kandung : Masati
 - Istri : Sujiyanti Sadiliah, AMd.Farm
 - Nama Anak : Aditya Rifqi Sam

B.RIWAYAT PENDIDIKAN

1. TK : Taman Kanak Pertiwi Maiwa,Enrekang tahun 1988
2. SD : SDN 4 Maroangin,Maiwa ,Enrekang tahun 1995
3. SMP : SMPN 1 Maiwa,Enrekang tahun 1998
4. SMA : SMAN 1 Maiwa, Enrekang tahun 2000
5. S.1. : STAIN Pare Pare Tahun 2007
6. S.2. : Universitas Muhammadiyah Parepare tahun 2012
7. S.3. : Universitas Hasanuddin tahun 2021

C.Pekerjaan

1. Dosen Tetap pada Universitas Muhammadiyah Sidenreng Rappang Sampai sekarang
2. Kepala Kantor Urusan International STKIP Muhammadiyah Rappang tahun 2016-2019
3. Divisi kantor Urusan International 2019-2020 Universitas Muhammadiyah Sidenreng Rappang
4. Reviewer jurnal ELT Worldwide: Journal of English Language Teaching 2020
5. Dosen luar biasa pada STIKES Kurnia Persada Palopo tahun 2014

D.Pelathan /Kursus

1. Pelatihan Penggunaan Aplikasi SPSS 2017
2. Pelatihan penggunaan Mendelay tahun 2020
3. Pelatihan pembuatan artikel jurnal international 2020
4. Pelatihan penggunaan aplikasi LMS media pembelajaran tahun 2019
5. Pelatihan pengajaran open learning di UMS Rappang tahun 2020

E.Pengalaman Seminar

1. Peserta International Online Seminar (Webinar) The Fasting Traditions: The Comparative Religion Perspective 18 mei 2020
2. Peserta Seminar (Virtual Learning on Academic Language) Webinar on Academic Writing: Constructing New Insights, State of The Art and Novelty to Your Research 31 mei 2020
3. Peserta International Webinar Series Faculty of Engineering and Informatics Universitas PGRI Semarang revolutionizes Industry and Accelerates Research 10 agustus 2020
4. Peserta TEFLIN Webinar Series Narrative Inquiry and Teacher Identity: Exploring Teacher's Stories in the Past, Today, Future 27 juni 2020
5. Peserta Cambridge MENA Online Experience 1-Hour Talk Digital tools for improving speaking skills 16 juni 2020
6. Peserta The International Conference Al Asyariah Mandar University In The Social Impact During and After Covid-19 13-14 juni 2020
7. Peserta TEFLIN and British Council Online Seminar Looking Back and Forth: English Language Teaching in Time of Crisis 23 juli 2020
8. Peserta IAIN Lhokseumawe Virtual International Conference Education Transformation in The Era 4.0: Encouraging Student to Enhance Skills in Collaborations, Communication, Critical Thinking and Innovation 11-12 agustus 2020
9. Peserta International Online Conference Faculty of Teachers Training and Education of the State Islamic Institute Of Ternate 'TEFL Methods, Materials Develoment, and English Language Assessment 4-5 juli 2020

10. Peserta International Conference by The post-Graduate Program, State Islamic Institute of Pare-Pare 'Post Pandemic: Reconstruction for Future Education 4 agustus 2020
11. Peserta seminar International Online Conference by Christ College (Autonomous) Irinjalakuda, Kerala English Literature and Language Education- Embracing Change in Covid Times 19-20 juni 2020
12. Peserta seminar International Webinar University of Islam Malang (UNISMA MALANG) Indonesia Research and Internship Collaboration with Malaysian Universities 26 mei 2020
13. Peserta International Webinar Vellore Institute of Technology 'Future of Professional Development 14 mei 2020
14. Peserta Webinar Master of Education Technology 'Menciptakan Kuis Online yang Efektif Melalui LMS MOODLE. 3 juni 2020
15. Peserta seminar International Webinar by Internal Quality Assurance Cell (IQAC)' Better Understanding of Pandemic COVID-19 23 juni 2020
16. Peserta seminar The International Webinar Linclon University College Malaysia and Pat Petulai University Indonesia 'The Role of Research and Community Services in The New Normal Era 26 juni 2020
17. Peserta International Webinar in Southeast Asian Higher Education 'Challenge and Opportunity on Research and International Collaboration 1 juni 2020
18. Peserta Webinar Learning Oriented Assessment Cambridge Assessment English 'Learning Oriented Assessment 28 juni 2020
19. Peserta Webinar International Teacher Training College' EFL Teachers' Language Assessment Knowledge (Farhady) & The Future of Englishes (Crystal) 9 mei 2020
20. Peserta One Day International Online Conference' Expanding Strategies of Teaching-Learning With Digital Proficiency 28 mei 2020
21. Peserta Online non-Credit Course authorized by Politecnico di Milano and Offered Through Coursera 'Being a Researcher (In Information Science and Technology) 6 april 2020

F.Karya Ilmiah

1. Improving the Speaking Ability of the Second Year Students of SMP Negeri 1 Maiwa through Dialogue. *jurnal Al Panrita Kopertis IX Sulawesi. Hal.137.vol.1 april 2017*
2. Improving the Writing Skill of the Eight Year students of SMP Negeri 1 Maiwa through Inquiry – Based Learning Strategy. *JURNAL AL ADABI .2017*
3. Using video as an authentic material in improving students' writing ability. *jurnal Al Panrita Kopertis IX Sulawesi. april 2018*
4. An Item Analysis of English Summative Test. *Jurnal LAOGI 2/ISSN 2460-4739..juli 2018*
5. Using Folktale as a teaching media in creasing students speaking ability of the creasing students speaking ability of the stkip Muhammadiyah Rappang. *Jurnal LAOGI 2/ISSN 2460-4739. Hal.137.vol.1,no.1,juli 2018*
6. Improving Reading Comprehension of the tenth years students of SMAN 1 Pancarijang by indentifying the stucture of descriptive text. *jurnal panrita vol.12.no.1 april 2019*
7. The effectiveness of CALLA (Cognitive Academic Language Learning Approach) Reading Comprehesion at tenth grade students of SMAN 1 Dua Pitue. *Jurnal LAOGI 2/ISSN 2460-4739.juli 2019*
8. Pengaruh pemanfaatan media lagu dalam menulis karangan siswa kelas X SMAN 1 pancarijang kabupaten Sidrap. *jurnal Panrita Kopertis IX Sulawesi 2019*
9. effectiveness of think fairshare strategy of improve the reading comprehension of eight year students of SMP negeri 1 Maiwa .*jurnal laogi NOVEMBER 2017*
10. effectivitas penggunaan media komputer dalam meningkatkan hasil belajar bahasa indonesia siswa kelas VIII SMP Negeri 5 pancarijang kabupaten sidrap. *jurnal panrita vol.12.no.1 april 2019*
11. Developing the Students' Speaking Skill by Designing Video Tutorial tahun 2020



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS HASANUDDIN
FAKULTAS ILMU BUDAYA

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Nomor : 5280/UN4.9.1/PL.00.00/2019

28 Agustus 2019

Lamp. :

H a l : Permohonan izin penelitian

Yth. Gubernur Provinsi Sulawesi Selatan
C.q. Kepala Badan Koordinasi Penanaman
Modal Daerah (BKPM)Provinsi Sulse
di Makassar

Dengan hormat, kami sampaikan bahwa mahasiswa Program Pascasarjana Fakultas Ilmu Budaya Universitas Hasanuddin, yang tersebut di bawah ini:

n a m a : **SAM HERMANSYAH**
nomor pokok : **F013171016**
program pendidikan : **Doktor (S-3)**
program studi : **Ilmu Linguistik**
konsentrasi : -

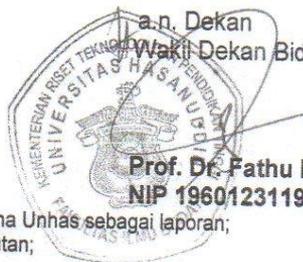
bermaksud melakukan penelitian dalam rangka penulisan disertasi dengan judul; "A Constructivist Approach to the Integration in a Systematic Reflection in a Partial Immersion Prograam 'PIP' : An Action Research Study At University Of Muhammadiyah Sidenreng Rappang dibimbing oleh:

Promotor: 1. Prof. Dr. Noer Jihad Saleh, M.A. (Ketua)
2. Dr. Abidin Pammu, Dipl. TESOL., M.A. (Anggota)
3. Dra. Nasmilah, M.Hum, Ph.D. (Anggota)

Waktu Penelitian : September 2019 sampai selesai
Tempat Penelitian : Kabupaten Sidenreng Rappang

Sehubungan dengan hal tersebut kami mohon kebijaksanaan Bapak/Ibu kiranya berkenan memberi izin kepada yang bersangkutan.

Atas perkenan dan kerjasama Bapak/Ibu, diucapkan terima kasih.



Wakil Dekan
Wakil Dekan Bid. Akademik, Riset dan Inovasi,

Prof. Dr. Fathu Rahman, M.Hum.
NIP 196012311987031025

Tembusan

1. Dekan Sekolah Pascasarjana Unhas sebagai laporan;
2. Mahasiswa yang bersangkutan;
3. Peringgal.



UNIVERSITAS MUHAMMADIYAH SIDENRENG RAPPANG

Nomor SK. Kementerian Riset, Teknologi dan Pendidikan Tinggi : 113/KPT/2019
Jln Angk. 45 No.1 A Telp. (0421) 93308 Lt. Salo Rappang - Sidrap - Sul-Sel
Website: www.umsrappang.ac.id dan Email: institusi@umsrappang.ac.id

IZIN PENELITIAN 275/KET/IL3.AU/F/REK.UMSR/2020

Assalamu Alaikum Wr. Wb.

Berdasarkan surat dari Kementerian Riset, Teknologi, dan Pendidikan Tinggi Universitas Negeri Malang (UM) Pascasarjana Nomor : 5.4.31/UN32.13.1/LT/2019 Tanggal 05 April 2019, perihal Izin Penelitian dengan ini disampaikan kepada Bapak/Ibu/Saudara(i) yang tersebut di bawah ini :

MENGIZINKAN

Nama : Sam Hermansyah
NIM : F013171016
Program Studi : Ilmu Linguistik
Jenjang : Doktor (S3)
Untuk : Telah Melaksanakan Penelitian dengan keterangan sebagai berikut :

Judul Penelitian : *"A Constructivist Approach to the Inteegration in a Systematic Reflection in a Partial Immersion Program 'PIP' : An Action Research Study At University Of Muhammadiyah Sisenreng Rappang"*

Lokasi Penelitian : Kabupaten Sidenreng Rappang
Lama Penelitian : September 2019 – Maret 2020

Izin penelitian berlaku selama penelitian berlangsung.

Wassalamu Alaikum Wr. Wb.

Rappang 27 Syawal 1441 H
18 Juli 2020 M



Dr. H. Jamaluddin, S.Sos., M.Si.
NIDN: 0907057001

Tembusan kepada yth:
1.Rektor UMS Rappang
2.Arsip



SURAT KEPUTUSAN
 DEKAN FAKULTAS ILMU BUDAYA UNHAS
 NOMOR: 716 /UN4.9/KEP/2019

TENTANG
 SUSUNAN PANITIA PENILAI SEMINAR (USULAN DAN HASIL PENELITIAN) PANITIA PENGUJI
 (UJIAN PRAPROMOSI DAN PROMOSI) BAGI MAHASISWA PROGRAM DOKTOR PROGRAM
 STUDI ILMU LINGUISTIK A.N. SAM HERMANSYAH NIM: F013171016

DEKAN FAKULTAS ILMU BUDAYA UNHAS

- Membaca : Usulan Ketua Program Studi Ilmu Linguistik No. 4256 /UN4.9.8/DA.08.04/2019 Tanggal 25 Juli 2019 tentang permohonan susunan tim Penilai Seminar Usulan Penelitian, Seminar Hasil Penelitian, Ujian Prapromosi dan Ujian Promosi Doktor bagi Sdr. Sam Hermansyah NIM: F013171016;
- Menimbang : bahwa dalam rangka pelaksanaan Seminar Usulan, Seminar Hasil Penelitian, Ujian Prapromosi dan Promosi Doktor bagi Sdr. Sam Hermansyah, mahasiswa Program Doktor Ilmu Linguistik, maka dipandang perlu mengangkat panitia penilai Seminar Usul, Seminar Hasil, Ujian Prapromosi dan Promosi Doktor, bahwa untuk memenuhi maksud butir (a) di atas maka perlu menerbitkan Surat Keputusannya;
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi
 3. Peraturan Pemerintah Nomor 23 Tahun 1956, tentang Pendirian Universitas Hasanuddin
 4. Peraturan Pemerintah RI Nomor: 53 Tahun 2015 Tanggal 22 Juli 2015 tentang Statuta Unhas PTN-BH
 5. Keputusan Majelis Wali Amanat Nomor 005/UN4.0/KEP/2018 Tanggal 26 Maret 2018 tentang Pengangkatan Rektor Universitas Hasanuddin Periode Tahun 2018-2022.
 6. Peraturan Rektor Universitas Hasanuddin No. 8/UN4.1/2018 Tanggal 6 Juli 2018 tentang Organisasi dan Tata Kerja Pengelola Universitas Hasanuddin.
 7. Peraturan Rektor Universitas Hasanuddin No. 2486/UN4.1/KEP/2018 Tanggal 16 Juli 2018 tentang Pedoman Penyelenggaraan Program Doktor (S3)

MEMUTUSKAN

- Menetapkan
 PERTAMA : Membentuk panitia penilai Seminar Usul, Seminar Hasil Penelitian, Ujian Prapromosi dan Ujian Promosi Doktor bagi Sdr. Sam Hermansyah NIM: F013171016, Program Studi Ilmu Linguistik Fakultas Ilmu Budaya Unhas, dengan susunan sebagai berikut
- | | |
|---|-------------------------|
| 1. Prof. Dr. Noer Jihad Saleh, M.A. | (Promotor) |
| 2. Dr. Abidin Pammu, Dipl. TESOL., M.A. | (Kopromotor) |
| 3. Dra. Nasmilah, M.Hum, Ph.D. | (Kopromotor) |
| 4. Dr. Muhammad Yaumi, M.Hum., M.A. | (Penilai/Penguji ekst.) |
| 5. Prof. Dr. Abdul Hakim Yaasi, Dipl.TESL, M.A. | (Penilai/Penguji) |
| 6. Dra. Ria Rosdiana Jubhari, M.A., Ph.D. | (Penilai/Penguji) |
| 7. Dr. Sukmawaty, M.Hum. | (Penilai/Penguji) |
| 8. Ketua Sidang Ujian Promosi Doktor | |
- KEDUA : Segala biaya yang dikeluarkan sehubungan dengan Keputusan ini dibebankan pada dana yang tersedia di Fakultas Ilmu Budaya Unhas;
- KETIGA : Surat Keputusan ini berlaku sejak tanggal ditetapkan, sampai dengan selesainya ujian Promosi Doktor yang bersangkutan, dengan ketentuan apabila di kemudian hari ternyata terdapat kekeliruan dan kesalahan di dalamnya akan diubah dan diperbaiki sebagaimana mestinya.



Ditetapkan di : Makassar
 Pada tanggal : 25 Juli 2019

Dekan,
 Prof. Dr. Akin Duli, M.A.
 NIP 198407161991031010

- Tembusan
1. Dekan Sekolah Pascasarjana UNHAS
 2. Para Wakil Dekan Fak. Ilmu Budaya UNHAS
 3. Ketua Program Studi S-3 Ilmu Linguistik
 4. Sdr. Sam Hermansyah
 5. Peringgal



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS HASANUDDIN

KAMPUS TAMALANREA
JALAN PERINTIS KEMERDEKAAN KM.10 MAKASSAR 90245
TELEPON : 0411-586200 (6 SALURAN), 584002, FAX : 585188

SURAT IZIN UJIAN PROMOSI

Nomor : 7160/UN4.1.1.2.1.1/PK.02.03/2021

Berdasarkan Peraturan Rektor Universitas Hasanuddin Nomor : 2785/UN4.1/KEP/2018 tanggal 16 Juli 2018, Program Doktor dengan ini menerangkan bahwa :

Nama : SAM HERMANSYAH ✓
Tempat/Tanggal Lahir : RAPPANG, 12 JUNI 1982 ✓
NIM : F013171016 ✓
Strata : S3 DOKTOR ✓
Fakultas : ILMU BUDAYA ✓
Program Studi : ILMU LINGUISTIK ✓

Telah memenuhi syarat untuk Ujian Promosi **PERIODE IV JUNI 2021 TAHAP I**
Demikian Surat Izin dibuat untuk digunakan dalam proses pelaksanaan Ujian Promosi dengan ketentuan Mahasiswa yang dapat mengikuti wisuda **PERIODE IV JUNI 2021 TAHAP I**, jika persyaratan kelulusan/wisuda telah dipenuhi. Terima Kasih.

Makassar, 8 MARET 2021

a.n. Kepala Biro Administrasi Akademik
Kepala Bagian Pendidikan,
Universitas Hasanuddin



Aji Wardoyo, S.Hut.

NIP. 19670225 193703 1002

Keterangan
Nomor User
Nomor Password
Alamat Website
Layanan E-mail
Catatan

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1. Bagi mahasiswa yang telah melaksanakan ujian Prapromosi dan dinyatakan lulus, segera menyerahkan Berita Acara Ujian Prapromosi ke Kepala Sub-Bagian Akademik Fakultas untuk diusulkan penerbitan izin ujian Promosi.
2. Jika terjadi perubahan judul Disertasi pada saat ujian Prapromosi, agar melaporkan ke Kepala Sub-Bagian Akademik Fakultas.
3. Pada saat on-line mahasiswa diharapkan mengisi identitas diri sesuai surat izin ujian ini.
4. Surat Izin ini hanya berlaku untuk Wisuda Periode berjalan. (Wisuda Periode IV JUNI 2021 TAHAP I) ✓

