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## Appendix 1: Instrument of Pre-Test

Directions: The students will explain the topic in the class

1. **Ungkapan untuk menyatakan pendapat:**

- "In my opinion, the new policy will benefit the community by fostering a more inclusive environment for all members."
- "I believe that education is crucial for personal development because it equips individuals with the necessary skills to succeed in life."
- "From my perspective, investing in renewable energy is essential for a sustainable future, as it helps to mitigate climate change and reduces our dependence on fossil fuels."
- "I think that promoting mental health awareness is vital, as it can lead to a more supportive society."
- "In my view, technology has transformed the way we communicate, making it easier to connect with people across the globe."

2. **Kata-kata untuk memberikan pendapat atau argumen:**

- "Because it promotes equality among students, allowing everyone to have access to the same opportunities regardless of their background."
- "Due to the fact that it reduces environmental impact, switching to electric vehicles can significantly decrease air pollution in urban areas."
- "For the reason that it creates more job opportunities in the region, investing in local businesses is crucial for economic growth."
- "Because a healthy lifestyle contributes to better overall well-being and productivity, it's important to encourage regular exercise and balanced diets."
- "Due to the fact that community involvement enhances social cohesion, volunteering can lead to stronger bonds among residents."

## Appendix 2: Treatment

**1 / 5**

This is such a great party.

/ðɪs ɪz sʌtʃ ə greɪt ˈpɑr.ri/

**1 / 5**

Gillian Anda!
Tap the 🔵 and record your voice.

Yeah, I've never been to a surprise party before!

/jɛ.ə aɪv ˈnɛ.vɚ bɪn tu ə səˈpraɪz ˈpɑr.ri bɪˈfɔr/

**2 / 5**

Her boyfriend did a good job of planning it.

/hɚ ˈbɔɪˌfrɛnd dɪd ə gʊd dʒɑb əv ˈplæn.nɪŋ ɪt/

**2 / 5**

Gillian Anda!
Tap the 🔵 and record your voice.

I know! She was really shocked when she came through the door!

/aɪ nou ʃi wəz ˈrɪ.li ʃɑkt wɛn ʃi keɪm θru ði dɔr/

**3 / 5**

So, how do you know the birthday girl?

/sou hau du ju nou ðə ˈbɚθˌdeɪ gɚl/

**3 / 5**

Gillian Anda!
Tap the 🔵 and record your voice.

We went to high school together and have been friends ever since.

/wi wɛnt tə haɪ skul təˈgɛ.ðɚ ænd hæv bɪn frɛnz ˈɛ.vɚ sɪns/

**4 / 5**

High school friends are the best!

/haɪ skul frɛnz ɚ ðə bɛst/

**4 / 5**

Gillian Anda!
Tap the 🔵 and record your voice.

Yeah. Although they know all your most embarrassing stories!

/jɛ.ə ɔlˈðou ðeɪ nou ɔl jur moust ɪmˈbɛ.rə.sɪŋ ˈstɔ.riz/

**Appendix 3: Instrument of Post Test**

In this monologue, students speak directly about their opinions, answering with content according to this question. (5 minutes)

1. **Ungkapan untuk menyatakan pendapat:**

- "In my opinion, the new policy will benefit the community by fostering a more inclusive environment for all members."
- "I believe that education is crucial for personal development because it equips individuals with the necessary skills to succeed in life."
- "From my perspective, investing in renewable energy is essential for a sustainable future, as it helps to mitigate climate change and reduces our dependence on fossil fuels."
- "I think that promoting mental health awareness is vital, as it can lead to a more supportive society."
- "In my view, technology has transformed the way we communicate, making it easier to connect with people across the globe."

2. **Kata-kata untuk memberikan pendapat atau argumen:**

- "Because it promotes equality among students, allowing everyone to have access to the same opportunities regardless of their background."
- "Due to the fact that it reduces environmental impact, switching to electric vehicles can significantly decrease air pollution in urban areas."
- "For the reason that it creates more job opportunities in the region, investing in local businesses is crucial for economic growth."
- "Because a healthy lifestyle contributes to better overall well-being and productivity, it's important to encourage regular exercise and balanced diets."
- "Due to the fact that community involvement enhances social cohesion, volunteering can lead to stronger bonds among residents."

**Appendix 4 The Answers of Students**

1. Phrases to ask for opinions

- What did you think of the movie train to busan after you saw it?

- what do you think about today's k-pop concert?

- what do you think I should do to make my artwork look better?

- do you believe that there are aliens in outer space?

2. Phrases to express an opinion

- I think you should add color gradations to make your artwork look better

- I believe that there are aliens in space, because there are other planets that might have inhabitants

- I feel very happy! because I met my bias

- I think this movie is very scary

- in my opinion, your face looks very beautiful

**Appendix 5: Lesson Plan**

<div align="center">

**RENCANA PELAKSANAAN PEMBELAJARAN**

</div>

Nama Sekolah   : SMKN 3 Palangka Raya

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : (XI/Genap)

Alokasi Waktu   : 4 X - Menit (4 Meeting)

Materi Pokok   : Asking Opinion

**A.  Kompetensi Inti (KI)**

1   : Menghargai dan menghayati ajaran agama yang dianutnya.

2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

3   : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4   : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Tujuan Pembelajaran

| KD | Tujuan Pembelajaran |
|---|---|
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar | 1. Siswa diharapkan mampu memahami dalam pelafalan berbicara Bahasa Inggris<br>2. Memahami kosakata yang didengarkan dalam sebuah video<br>3. Memahami arti dari setiap percakapan Bahasa Inggris dalam video |
| 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman | 1. Mampu memanfaatkan media digital yang telah ada untuk belajar bahasa Inggris<br>2. Memperoleh pengetahuan baru dalam bentuk-bentuk percakapan sehari-hari dalam bahasa Inggris.<br>3. Siswa dapat memahami intonasi yang tepat dalam suata kata atau kalimat melalui native speaker. |
| 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. | |

**A.   Tujuan Pembelajaran:**

- o Siswa mampu menggunakan expression untuk asking opinion secara lisan.

- o Siswa mampu menggunakan expression untuk giving opinion secara lisan.

**B.   Media Pengajaran**

- LCD

- ELSA Speak

- Recorder

**C.   Materi Pembelajaran:**

1. Ungkapan untuk meminta pendapat: "What do you think about...?", "How do you feel about...?", "In your opinion, ...", dll.
2. Ungkapan untuk menyatakan pendapat: "In my opinion, ...", "I believe that...", "From my point of view, ...", dll.

**D.   Metode Pembelajaran:**

1. Bermain peran (role play) untuk berlatih meminta dan memberikan pendapat.

2. Penggunaan aplikasi ELSA Speak untuk latihan berbicara dan intonasi.

**E.   Lesson Plan**

**Meeting 1:**

**Awal Pertemuan:**

A.   Orientasi

- o Guru menyapa siswa
- o Guru memeriksa kehadiran siswa

B.   Apersepsi

- o Penjelasan singkat tentang asking and giving opinion dalam bahasa Inggris.

- o Memotivasi siswa untuk berpartisipasi aktif dalam kegiatan berbicara.

**Inti Pertemuan:**

**Aktivitas:**

1. Guru memperkenalkan ungkapan-ungkapan untuk meminta pendapat.
2. Siswa berlatih menggunakan ungkapan tersebut dalam berpasangan.
3. Siswa berlatih lebih lanjut dalam kelompok untuk bermain peran.
4. Penggunaan ELSA Speak untuk latihan berbicara dan intonasi.

**Penutup Pertemuan:**

**Refleksi:**

1. Siswa diberi kesempatan untuk merefleksikan apa yang telah dipelajari.
2. Guru memberikan kesimpulan dari kegiatan pertemuan ini
3. Guru mengakhiri pelajaran.
4. Guru berterima kasih

**F.    Evaluasi**

1. Menilai dilakukan berdasarkan kemampuan siswa dalam menggunakan ungkapan untuk meminta dan memberikan pendapat dengan tepat, serta kemampuan mereka dalam menggunakan aplikasi ELSA Speak untuk perbaikan berbicara.
2. Evaluasi melalui respon siswa terhadap partisipasi dan kemampuan mereka untuk membuat perbaikan dalam berbicara mereka

**RENCANA PELAKSANAAN PEMBELAJARAN**

Nama Sekolah        : SMKN 3 Palangka Raya

Mata Pelajaran      : Bahasa Inggris

Kelas/Semester      : (XI/Genap)

Alokasi Waktu      : 4 X - Menit (4 Meeting)

Materi Pokok        : Giving Opinion

## A.     Kompetensi Inti (KI)

1        : Menghargai dan menghayati ajaran agama yang dianutnya.

2        : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

3        : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4        : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B.     Kompetensi Dasar dan Tujuan Pembelajaran**

| KD | Tujuan Pembelajaran |
|---|---|
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar | 1.   Siswa diharapkan mampu memahami dalam pelafalan berbicara Bahasa Inggris<br>2.   Memahami kosakata yang didengarkan dalam sebuah video<br>3.   Memahami arti dari setiap percakapan Bahasa Inggris dalam video |
| 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman | 1. Mampu memanfaatkan media digital yang telah ada untuk belajar bahasa Inggris<br>2. Memperoleh pengetahuan baru dalam bentuk-bentuk percakapan sehari-hari dalam bahasa Inggris.<br>3. Siswa dapat memahami intonasi yang tepat dalam suata kata atau kalimat melalui native speaker. |
| 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. | |

**A.   Tujuan Pembelajaran:**

- o   Siswa mampu menggunakan expression untuk asking opinion secara lisan.

- o   Siswa mampu menggunakan expression untuk giving opinion secara lisan.

**B.   Media Pengajaran**

- LCD

- ELSA Speak

- Recorder

**C.   Materi Pembelajaran:**

1. Ungkapan untuk menyatakan pendapat: "In my opinion, ...", "I believe that...", "From my perspective, ...", dll.
2. Kata-kata untuk memberikan alasan atau argumen: "Because...", "Due to the fact that...", "For the reason that...", dll.

**B.   Metode Pembelajaran:**

- o   Bermain peran (role play) untuk latihan menyampaikan pendapat dalam berbagai konteks.
- o   Penggunaan aplikasi ELSA Speak untuk latihan berbicara dan intonasi.

**D.   Persiapan:**

- o   Pastikan ELSA Speak dan materi terkait sudah disiapkan dengan baik.

**E.   Lesson Plan**

**Meeting 1:**

**Awal Pertemuan:**

A.   Orientasi

- o   Guru menyapa siswa
- o   Guru memeriksa kehadiran siswa

B.   Apersepsi

- o Memulai dengan mereview materi sebelumnya tentang asking and giving opinion.
- o Guru menjelaskan bagian kedua dari pembelajaran yang akan dipraktikkan hari ini.

**Inti Pertemuan:**

**Aktivitas:**

1. Guru memperkenalkan ungkapan-ungkapan untuk meminta pendapat.
2. Siswa berlatih menggunakan ungkapan tersebut dalam berpasangan.
3. Siswa berlatih lebih lanjut dalam kelompok untuk bermain peran.
4. Penggunaan ELSA Speak untuk latihan berbicara dan intonasi.

**Penutup Pertemuan:**

1. Guru memberikan kesimpulan dari kegiatan pertemuan ini
2. Guru berterima kasih dan memotivasi siswa
3. Guru mengumumkan pertemuan berikutnya
4. Guru mengakhiri pelajaran.

- o **Refleksi dan Evaluasi:** Diskusi refleksi mengenai pengalaman menggunakan ELSA Speak dan bagaimana hal ini mempengaruhi pembelajaran mereka.

**F. Evaluasi**

- **Penilaian:** Melalui observasi terhadap kemampuan siswa dalam memanfaatkan ELSA dalam latihan berbicara.

- **Instrumen:** Rubrik penilaian kemampuan penggunaan ELSA, refleksi siswa.

## G. Penilaian Hasil Belajar

| The Description | Need Improvements (10) | Satisfactory (20) | Good (25) | Excellent (30) |
|---|---|---|---|---|
| Grammar | Students were difficult to understand and had a hard time to communicating their ideas and responses because of grammar mistakes. | Students were able to express their ideas and responses adequately but often displayed inconsistencies with their sentences structure and tenses. | Students were able to express their ideas and responses fairly well but makes mistake with their tenses, however is able to correct themselves. | Students were able to express their ideas an responses with case in the proper sentence structure and tenses. |

| The Description | Need Improvements (10) | Satisfactory (15) | Good (20) | Excellent (25) |
|---|---|---|---|---|
| Content | Students had many problems observed that the message be understandable. | Students were difficulties to get ideas, the message need to be guessed from other sources but not actual production. | Students have not many difficulties to get the ideas is most of the time understandable. | Students were easy to get ideas from the connector used, the speaker gives alternative option to be understood and the message is completely understandable. |

| The Description | Need Improvements (10) | Satisfactory (15) | Good (20) | Excellent (25) |
|---|---|---|---|---|
| Pronunciation | Students read texts with a focus on correct pronunciation. | Students read short texts while paying attention to accurate pronunciation. | Students read short texts with an emphasis on correct pronunciation. | Students express their language skills through reading short texts, with a special emphasis on accuracy and clarity of pronunciation. |

| The Description | Need Improvements (5) | Satisfactory (10) | Good (12) | Excellent (15) |
|---|---|---|---|---|
| Vocabulary | Students had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding. | Students were able to use board vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas. | Students utilized the words learned in class, in accurate manner for the situation given. | Students had rich, precise and impressive usage of vocabulary words learned in and beyond of class. |
| The Description | Need Improvements (4) | Satisfactory (6) | Good (8) | Excellent (10) |
| Fluency | Students had many paused and long of duration. | Students had many paused but not long duration. | Students had many paused but not long duration. | Students had little paused and not long duration. |

$$Student\ Score = \frac{total\ correct\ answer}{Maximum\ Score}\ X\ 100$$

| Score | Classification |
|---|---|
| 90-100 | Excellent |
| 80-89 | Very good |
| 70-79 | Good |
| 60-69 | Fair |
| 0-59 | Poor |

**Appendix 6 : Documentations**



Figure 1: The researcher is explaining about the pre-test.



Figure 2: Students are preparing themselves for the pre-test.

Figure 3: The researcher introduced the ELSA Speak application in the first treatment.



Figure 4: Students are doing maintenance with the ELSA Speak application.
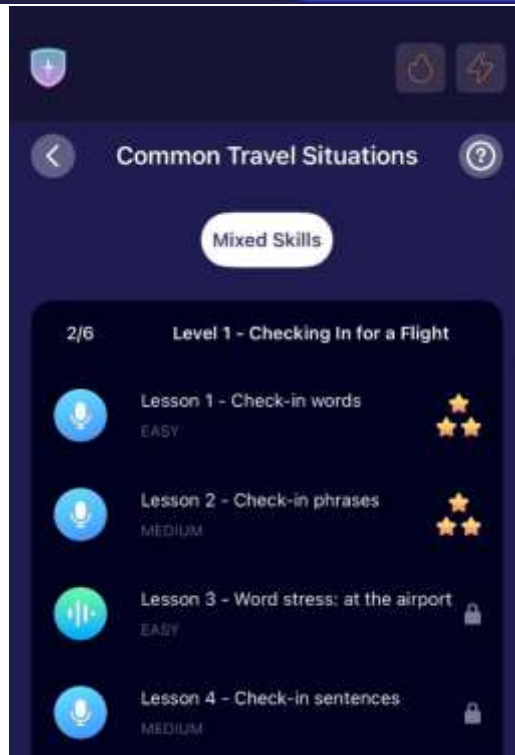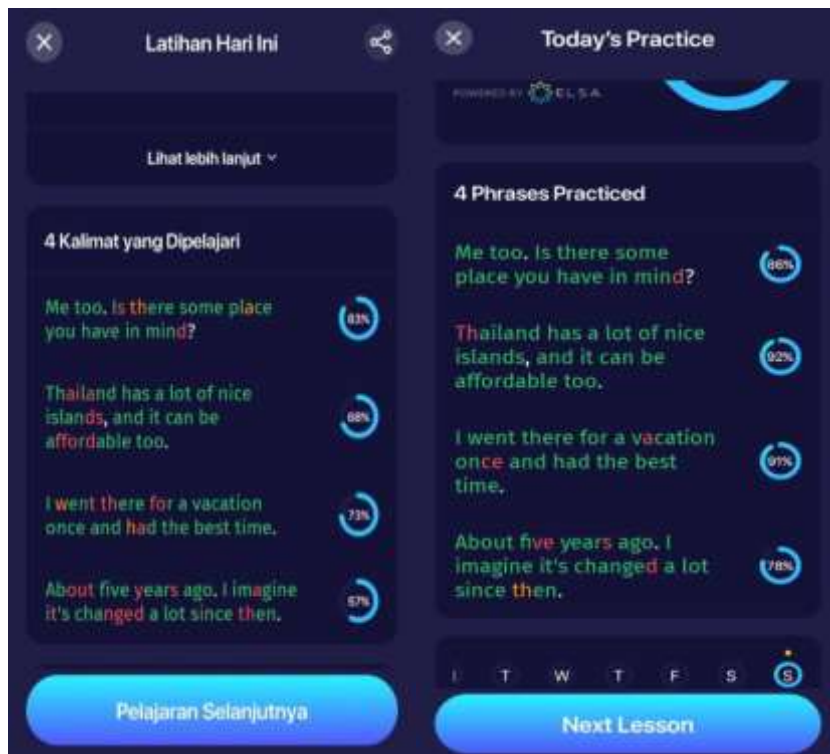
Figure 5: treatment with the ELSA Speak application

Figure 6: Treatment Results