

APPENDIX 1

Vocabulary Test

Name_____

Grade_____

School_____

***Direction.** For each item below, circle the letter of the choice that means the same, or about the same, as the bold face word.*

- | | |
|---|--|
| <p>1. Epidemic unhappiness</p> <p>a. Widespread</p> <p>b. Foolish</p> <p>c. Youthful</p> <p>d. Out of date</p> <p>2. Cottages ideas</p> <p>a. Catching</p> <p>b. Brilliant</p> <p>c. Impractical</p> <p>d. Interesting</p> <p>3. Romantic ideas</p> <p>a. Musical</p> <p>b. Comic</p> <p>c. Adventurous</p> <p>d. Serious</p> <p>4. Myriad stars</p> <p>a. Sparkling</p> <p>b. Countless</p> <p>c. Far away</p> <p>d. Brilliant</p> <p>5. That picturesque scene</p> <p>a. Country</p> <p>b. Charming</p> <p>c. History</p> <p>d. Ancient</p> <p>6. Studying folklore</p> <p>a. Famous people</p> <p>b. Modern history</p> <p>c. Manners</p> <p>d. Oral tradition</p> <p>7. Baffle our enemies</p> <p>a. Crush</p> <p>b. Confuse</p> | <p>25. An unexplained phenomenon</p> <p>a. A type of chemical</p> <p>b. Happening</p> <p>c. Discovery</p> <p>d. Sculpture</p> <p>26. Our first delegate</p> <p>a. Representative</p> <p>b. A type of door</p> <p>c. Legal action</p> <p>d. A special celebration</p> <p>27. A strong confederation</p> <p>a. Festive decoration</p> <p>b. Large fire</p> <p>c. Type of food</p> <p>d. Unified group</p> <p>28. A playful feline</p> <p>a. Folk dancing</p> <p>b. Cat</p> <p>c. Conversation</p> <p>d. Personality</p> <p>29. Mutual decision</p> <p>a. Risky</p> <p>b. Difficult</p> <p>c. Shared</p> <p>d. Quick</p> <p>30. A menace to everyone</p> <p>a. Blessing</p> <p>b. Threat</p> <p>c. Surprise</p> <p>d. Curiosity</p> <p>31. Enhance the scene</p> <p>a. Ruin</p> <p>b. Photograph</p> |
|---|--|

- c. Fight
- d. Plan
- 8. **Deceive** their friends
 - a. Invite
 - b. Entertain
 - c. Mislead
 - d. Leave
- 9. A low **knoll**
 - a. Mound
 - b. Intelligence
 - c. Forehead
 - d. Expectation
- 10. An interesting **novelty**
 - a. Type of literature
 - b. New item
 - c. Distant star
 - d. Large sign
- 11. A private **sanctuary**
 - a. Small room
 - b. Garden
 - c. Place of safety
 - d. Cemetery
- 12. An unexpected **catastrophe**
 - a. Disaster
 - b. Early American board
 - c. Punctuation mark
 - d. Meeting of official
- 13. The **ecology** of the planet
 - a. Rotation
 - b. Future
 - c. Layers of atmosphere
 - d. Study of environment
- 14. Their new **strategy**
 - a. Government official
 - b. A type of telescope
 - c. Plan of action
 - d. Financial report
- 15. To **motivate** a student
 - a. Pass
 - b. Understand
 - c. Encourage
 - d. Ignore
- 16. A person **integrity**
 - a. Many interests
 - b. Another country
 - c. Honestly
- c. Create
- d. Add to
- 32. **Inherit** horses
 - a. Earn
 - b. Lose in storm
 - c. Receive from an ancestor
 - d. Win in a contest
- 33. A **gnarled** tree
 - a. Knotty
 - b. Ancient
 - c. Young
 - d. Lifeless
- 34. To **petition** the government
 - a. Request of
 - b. Elect
 - c. Protest again
 - d. Overthrow
- 35. **Restore** good health
 - a. Keep out
 - b. Nourish
 - c. Bring back
 - d. Threaten
- 36. **Impel** action
 - a. Advice
 - b. Stop
 - c. Force
 - d. Assist
- 37. A sound **basis**
 - a. Budget
 - b. Foundation
 - c. Plan
 - d. Ceiling
- 38. **Potential** problems
 - a. Serious
 - b. Minor
 - c. Electrical
 - d. Possible
- 39. **Creative** people
 - a. Imaginative
 - b. Generous
 - c. From the island of Crete
 - d. Friendly
- 40. A **bankrupt** business
 - a. Successful
 - b. Poor
 - c. Unusual

- d. Intelligence
- 17. To address the **alliance**
 - a. A small of audience
 - b. A business size envelope
 - c. Persons having a formal agreement
 - d. Business people
- 18. An **anthology** of poems
 - a. A book
 - b. Assortment
 - c. Encyclopaedia
 - d. Author
- 19. To **sustain** life
 - a. Study about
 - b. Support
 - c. Create
 - d. Seriously injure
- 20. A violence **misdeed**
 - a. Accident
 - b. Argument
 - c. Plan
 - d. Wrong
- 26. **Pulverize** the competition
 - a. Get to know
 - b. Closely study
 - c. Beat soundly
 - d. Join together
- 27. **Attain** perfection
 - a. Plan for
 - b. Describe
 - c. Reach
 - d. Dream of
- 28. **Multi-coloured** sand painting
 - a. Having two colours
 - b. Cheerful
 - c. Having many colours
 - d. Long
- 29. An **artisan** at work
 - a. Ambitious person
 - b. Clever person
 - c. Skilled person
 - d. Foreign people
- d. Ordinary
- 41. Prosperous
 - a. Poor
 - b. Wealthy
 - c. Nice
 - d. Hopeless
- 42. Achievement
 - a. Accomplishment
 - b. Good
 - c. Rich
 - d. Friendly
- 43. Opportunity
 - a. Measurement
 - b. Chance
 - c. Job
 - d. Result
- 44. Capability
 - a. Development
 - b. Environment
 - c. Ability
 - d. Measurement
- 45. Human
 - a. Person
 - b. Something
 - c. Good
 - d. Reality

APPENDIX 2
Vocabulary Test Scores

Resp.	Name	Class	Score
1	Andrea	XI IPA 5	88
2	Arsya	XI IPA 5	93
3	Billy	XI IPA 5	83
4	Debrina	XI IPA 5	68
5	Deviana	XI IPA 6	93
6	Dinda	XI IPA 5	60
7	Fanisa	XI IPA 5	93
8	Firza	XI IPA 5	70
9	Furry	XI IPA 6	73
10	Gusti Ayu	XI IPA 5	53
11	Ignatia	XI IPA 5	55
12	Indah	XI IPA 5	75
13	Karunia	XI IPA 6	80
14	M. Adha	XI IPA 5	70
15	M. Hafrah	XI IPA 6	48
16	Maulidia	XI IPA 5	68
17	Musimura	XI IPA 5	93
18	Nabila	XI IPA 5	83
19	Netha	XI IPA 6	85
20	Nisa	XI IPA 5	83
21	Noreen. O	XI IPA 5	80
22	Putri	XI IPA 5	68
23	Qatrunada	XI IPA 5	58
24	Raditya	XI IPA 5	65

25	Raffi	XI IPA 5	78
26	Reihan	XI IPA 5	75
27	Rian	XI IPA 5	68
28	Rizqy. A	XI IPA 5	50
29	Salsa	XI IPA 5	93
30	Sarah	XI IPA 5	70
31	Sekar	XI IPA 6	78
32	Shelvi	XI IPA 6	75
33	Syifa	XI IPA 6	68
34	Wayan	XI IPA 5	50
35	Yudea	XI IPA 5	93
36	Zahra	XI IPA 5	70
37	Zaid	XI IPA 5	70

APPENDIX 3

Speaking Test

1. Describe a party

- 1) What is the party?
- 2) Why was the party held?
- 3) Who attended the party?
- 4) What did you do for that party?

Follow-up:

- What's the difference between serious parties a friendly party?
- Why do some people like party while others hate it?
- What would you do if the guests feel bored?

APPENDIX 4

Speaking Test Scores

Resp.	Name	Class	Scoring by Researcher and Expert Judge
1	Andrea	XI IPA 5	86
2	Arsya	XI IPA 5	89
3	Billy	XI IPA 5	85
4	Debrina	XI IPA 5	88
5	Deviana	XI IPA 6	89
6	Dinda	XI IPA 5	83
7	Fanisa	XI IPA 5	90
8	Firza	XI IPA 5	87
9	Furry	XI IPA 6	86
10	Gusti Ayu	XI IPA 5	83
11	Ignatia	XI IPA 5	85
12	Indah	XI IPA 5	84
13	Karunia	XI IPA 6	85
14	M. Adha	XI IPA 5	83
15	M. Hafrah	XI IPA 6	80
16	Maulidia	XI IPA 5	87
17	Musimura	XI IPA 5	93
18	Nabila	XI IPA 5	85
19	Netha	XI IPA 6	86
20	Nisa	XI IPA 5	86
21	Noreen. O	XI IPA 5	88
22	Putri	XI IPA 5	79
23	Qatrunada	XI IPA 5	81

24	Raditya	XI IPA 5	82
25	Raffi	XI IPA 5	84
26	Reihan	XI IPA 5	84
27	Rian	XI IPA 5	87
28	Rizqy. A	XI IPA 5	81
29	Salsa	XI IPA 5	88
30	Sarah	XI IPA 5	82
31	Sekar	XI IPA 6	79
32	Shelvi	XI IPA 6	81
33	Syifa	XI IPA 6	82
34	Wayan	XI IPA 5	84
35	Yudea	XI IPA 5	84
36	Zahra	XI IPA 5	87
37	Zaid	XI IPA 5	81

APPENDIX 5
SPEAKING RUBRIC

Name: _____ Date: _____ Assignment: _____

	<i>1-2 Does Not Approach Expectations</i>	<i>3 Approaching Expectations</i>	<i>4 Meets Expectations</i>	<i>5 Exceeds Expectations</i>
TASK COMPLETION	Task minimally complete. Provides little or no information	Partially completes task; lacks important information or response is too basic.	Completes task appropriately	Completes task by elaborating on theme, with high level of detail and/or creativity
COMPREHENSIBILITY	Most parts of the response not comprehensible to the listener.	Some parts of the response are comprehensible; others require interpretation on the part of the listener.	Response Comprehensible; requires minimal interpretation on the part of the listener.	Response readily comprehensible; requires no interpretation
FLUENCY	Speech halting and uneven with long pauses or incomplete thoughts.	Speech choppy and/or slow with frequent pauses, most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts expressed completely with few pauses or hesitation.
PRONUNCIATION	Multiple problems with pronunciation/intonation that may interfere with communication	Some problems with pronunciation/ intonation that may interfere with communication.	Sounds somewhat natural.	Sounds natural
VOCABULARY	Vocabulary does not convey meaning most of the time; too basic for level.	Vocabulary does not convey meaning some of the time; too basic for level.	Vocabulary conveys appropriate meaning most of the time; appropriate for the level.	Rich and varied use of Vocabulary
GRAMMAR	Grammar is rarely accurate or appropriate for the level.	Grammar is sometimes accurate and/or not appropriate for the level	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.

RUBRIC EXPLANATION

- **TASK COMPLETION**

This measures how thoroughly the student completed the task (detail, length, “big picture”). A response that is very short negatively impacts other category scores (style/complexity, vocabulary, grammar/spelling, fluency, pronunciation) due to insufficient evidence.

- **STYLE & COMPLEXITY**

This measures the degree of sophistication and style used to communicate ideas — not *what* was said, but *how* it was said. **Cohesive devices** are words and phrases that link ideas and move forward the action in some form of logical narrative order, whether the ‘narrative’ is a story, a description, or a set of instructions. **Adverbs** and **conjunctions** serve most frequently as cohesive devices (words and phrases such as *and, but, because, suddenly, in the first place, however*).

- **VOCABULARY**

This measures accuracy, variety and quantity of vocabulary in the student response. When students choose simplified vocabulary in an attempt to avoid errors, the result is often accurate but inadequate use of vocabulary. Students should learn to use basic circumlocution. For instance, if a student does not know the word for an “auto repair shop”, the student could use words such as “where they fix cars, a place for broken cars, a car hospital or a car doctor.” In a formative assessment, recently learned vocabulary should be evident in the response where appropriate. In a summative assessment (usually end-of-unit, or end-of-year), the student should incorporate vocabulary from prior units or courses.

- **PRONUNCIATION & INTONATION**

This measures student ability to produce vowel and consonant sounds specific to the Mandarin language. The primary goal is to communicate effectively. The secondary goal is to produce more natural-sounding speech.

- **FLUENCY**

This measures the ease with which the speaker delivers the message. Ease and comfort with the language increase with practice.

Sources: Pelangi Kasih National School

APPENDIX 6

Description			Statistic	Std. Error
Vocabulary	Mean		73.31	2.153
	95% Confidence Interval for Mean	Lower Bound	68.94	
		Upper Bound	77.68	
	5% Trimmed Mean		73.61	
	Median		72.50	
	Variance		171.547	
	Std. Deviation		13.098	
	Minimum		48	
	Maximum		93	
	Range		45	
	Interquartile Range		15	
	Skewness		-.206	.388
	Kurtosis		-.660	.759
	Mean		84.70	.527
	95% Confidence Interval for Mean	Lower Bound	83.63	
		Upper Bound	85.77	
Speaking	5% Trimmed Mean		84.64	
	Median		85.00	
	Variance		10.270	
	Std. Deviation		3.205	
	Minimum		79	
	Maximum		93	
	Range		14	
	Interquartile Range		5	
	Skewness		.258	.388
	Kurtosis		-.084	.759

APPENDIX 7

Research Activities



Picture 15.1 The Process of Vocabulary Test



Picture 15.2 The Process of Speaking Test



Picture 15.3 The Researcher conducted the process