

APPENDIX

Appendix 1. A2 Speaking Skill Indicators (CEFR)

No	Competences	Indicators	Code	Sources
1	Introducing Yourself Students can provide basic personal information such as name, age, and nationality.	- Can say their name, age, and where they are from	IY1	(CEFR,2018)
		- Can ask and answer simple questions about personal details.	IY2	
2	Describing Daily Routines Students can talk about their daily activities using simple present tense	- Can describe what they do in a typical day (e.g., wake up, go to school, eat lunch).	DDR1	
		- Can use basic time expressions (e.g., in the morning, at night).	DDR2	
3	Talking About Hobbies Students can express likes and dislikes regarding activities and hobbies.	- Can say what they like or dislike doing (e.g., "I like reading, "I don't like swimming").	TAH1	
		- Can ask others about their hobbies.	TAH2	
4	Making Simple Requests Students can make polite requests in everyday situations	- Can use phrases like "Can I have...?" or "Could you help me?"	MSR1	
		- Can ask for help or information in a straightforward manner.	MSR2	
5	Describing People and Places Students can describe physical appearance and basic characteristics of people and places.	- Can use simple adjectives to describe someone (e.g., tall, friendly) or a place (e.g., big, beautiful).	DPP1	
		- Can provide basic details about their surroundings.	DPP2	
6	Giving Directions Students can give and understand simple directions.	- Can use basic phrases to give directions (e.g., "Go straight, "Turn left").	GD1	
		- Can understand simple questions about location.	GD2	

7	Participating in Conversations Students can engage in simple conversations on familiar topics.	- Can respond to questions and make short statements - Can ask for clarification or repetition if they do not understand.	PC1 PC2
8	Expressing Future Plans Students can talk about future plans using simple future forms.	- Can use phrases like "I am going to..." or "I will..." to express future intentions. - Can ask others about their plans.	EFP1 EFP2
9	Describing Past Events Students can talk about past events using simple past tense.	- Can use basic past forms of common verbs (e.g., "I went," "I saw"). - Can describe what they did during the weekend or on holidays.	DPF1 DPF2
10	Engaging in Role Plays Students can participate in role plays that simulate real-life situations.	- Can act out scenarios such as shopping, ordering food, or making appointments. - Can use appropriate phrases and vocabulary for the context.	ERP1 ERP2

Appendix 2 Problem-based Learning Indicators

No	Keyword	Problem-based Learning Steps	Indicators	Code	Sources
1	Collaborative Learning	Teamwork	PBL emphasizes teamwork, where students work together to solve complex problems, enhancing their communication and collaboration skills	CL	Shelton, J. B., & Smith, R. F. (1998).
2	Self-Directed Learning	Resource Identification	Students take charge of their learning, identifying resources and strategies necessary for problem-solving.	SDL	Hung, W., Jonassen, D. H., & Liu, R. (2008).
3	Critical Thinking Development	Analysis and Evaluation	PBL promotes the analysis, evaluation, and synthesis of information, enhancing students' problem-solving capabilities.	CTD	Duarte, M. A. A., García, M. Á. G., & Benitez, J. E. J. (2024).

4	Real-World Applications	Contextualization	PBL connects academic content to real-world issues, making learning relevant and engaging for students.	RWA	Li, Y. P., & Chen, X. (2013).
5	Higher-Order Thinking Skills	Application	Students are encouraged to apply knowledge creatively, moving beyond rote memorization to deeper understanding.	HOTS	Higuera-Martinez, O. I., Fernandez-Samacá, L., & Alvarado-Fajardo, A. C. (2023).
6	Increased Student Engagement	Active Participation	Active participation in the learning process boosts motivation and interest among students.	ISE	Thompson, C. (2010).
7	Ongoing Assessment	Evaluation	Formative assessments, peer evaluations, and self-reflections provide valuable insights into student progress and understanding.	OA	Burgess, A., Roberts, C., Ayton, T., & Mellis, C. (2018).
8	Interdisciplinary Learning	Integration	PBL encourages connections across various subjects, fostering a comprehensive understanding of complex issues.	IL	Nguyen, L. T. V., Cleveland, D., Nguyen, C. T. M., & Joyce, C. (2024).
9	Feedback Mechanisms	Constructive Feedback	Regular constructive feedback from peers and instructors enhances the overall learning experience	FM	Patel, K. M., & Patel, C. M. (2019).
10	Instructor Facilitation	Guidance	Instructors play a vital role in guiding discussions and supporting students throughout the problem-solving process.	IF	Anderson, J. R. (1993).

Appendix 3. Problem Solving Skill Indicators Analysis Table

No	Problem Solving Skill Indicators	Code	Sources	Existing Learning Model Component							Total	
				C1	C2	C3	C4	C5	C6	C7		
1	Identifying Problems Recognize and define problems clearly, distinguish between symptoms and root causes	IPS1	Jonassen, D. H. (2000)									
2	Generating Solutions Brainstorm and develop multiple potential solutions, encourage creativity and open-mindedness	GENS2	Facione, P. A. (2011)									
3	Evaluating Solutions Assess feasibility, effectiveness, and potential consequences of different solutions	EVS3	Halpern, D. F. (1998)									
4	Implementing Solutions Apply chosen solutions, execute plans effectively	IMS4	Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000)									
5	Reflecting on the Process Engage in self-reflection to evaluate problem-solving process and outcomes	ROP5	Schön, D. A. (1983)									
6	Collaborative Problem-Solving Work effectively with others, communicate, negotiate, and resolve conflicts	CPS6	Johnson, D. W., & Johnson, R. T. (1994)									
7	Adaptability Adjust strategies and approaches in response to new information or changing circumstances	ADP7	Resnick, L. B. (1987)									

8	Critical Thinking Analyze information, evaluate evidence, construct reasoned arguments	CT8	Ennis, R. H. (1987)						
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Appendix 4. The Analysis of Existing Learning Model Component

No	Learning Model Component	School	Total
1	Approach = Basic Information		
2	Approach = Learning Outcome		
3	Method = Learning Objectives		
4	Method = Learning Materials		
5	Method = Media		
6	Technique = Activities		
7	Technique = Assessment		

Appendix 5. Phrase od words of Problem-Solving Skills in Existing Model Components

Learning Model Component						
School A						
Basic Information	Learning Outcomes	Learning Objectives	Learning Materials	Media	Activities	Assessment
School B						

Appendix 6. The Analysis of Content of Learning Model in Existing Learning Model

No	Content	Analysis
1	Identify/ Basic Information	
2	Learning Outcomes/ Capaian Pembelajaran	
3	Learning Objectives/ Tujuan Pembelajaran	
4	Learning Materials	
5	Learning Media	
6	Indicators	
7	Learning Activities	
8	Assessment	

Appendix 7. Observation Sheet Result

Teaching and learning process	Time	Students' activities	Teacher activities
Preparation	07.00 – 07.15	<ul style="list-style-type: none"> Students prepared to pray and wait for the teacher to come Students make movements and sing enthusiastic chants before starting the lesson Students pray by reading one of the surahs from the Koran in class 	<ul style="list-style-type: none"> School has a habit of starting class by reading one of the surahs from the Quran The teacher instructs the students to do enthusiastic chants that they usually do Teacher prepared the tools, and attendance list Teacher sets the class
Pre-Activity	07.18 – 07.25	<ul style="list-style-type: none"> Students listen to teachers' explanation Student actively answering the question "Is a small piece of paper or plastic piece giving information about the product" <p>"Name of product, content, description, ingredients, nutrition facts, how to use, direction of use and dosage, direction for storage"</p>	<ul style="list-style-type: none"> Teacher stated the learning objectives Teacher stars the class by giving a question about previous topic -label <p>"Do you remember what is the label?" "What do you know about labels? In a label, what do we usually find?" "What is our goal in studying labels?"</p>
	07.26- 07.50	<ul style="list-style-type: none"> Students open their book to find out what is label, what is the important point to find in label 	<ul style="list-style-type: none"> Explain about a new material – label The teacher brings several products to show to students, such as; bread, medicine, milk

While Activity	07.51 - 08.00	<ul style="list-style-type: none"> • Students answer the question and giving opinion • Giving an example 	<p>If we want to analyse what products do, we pay attention to first? The first is the name of the product The second is the content or contents of the product The third description of this product, contains more fish oil than the previous formula, omega, fiber The fourth is composition The fifth is nutrition fact The sixth is what it is used for, who, for how many years, The seventh direction of use is how many millimetres of water you need and you can consume two glasses per day Lastly directions to store The last one expired, Next explains bread, medicine with points like explaining milk</p>
Post-activities	08.10 – 08.45	<ul style="list-style-type: none"> • Students work in groups to complete worksheet assignments given by the teacher • Students analyse the points of the labels they are studying 	<ul style="list-style-type: none"> • The teacher gives worksheets that have been provided with several different products • The teacher explains to the students that they will get different worksheets, but the task points that must be analysed in the labels are all the same. • Teacher asks students to work in groups to complete assignments and solve problems given by the teacher in the worksheet provided
		<ul style="list-style-type: none"> • The assignment requires group discussion, then the students make a group to complete their assignment • Students and teachers discuss about the assignment • Students prepare for making speaking video about a product to fulfil the label material 	<ul style="list-style-type: none"> • The teacher gives the students an assignment of the worksheet, then the students make a group to complete their task • Teacher checked the results of students' assignment on the paper together with the students at the time • Students and teacher discuss about the other assignment to fulfil their speaking • The teacher gives the task to make a review explanation regarding the product label in groups • Teacher concludes the materials of the meeting and the speaking goal achieved in the next task • Teacher gives motivation

Appendix 8. The evaluation Sheet from the Judgement

Expert Judgement

Instrument of measuring the feasibility of design of Problem-based learning model of English-speaking infused with Problem solving skill for ninth graders

Experts' Name :

Purpose of Evaluation : The evaluation sheet is intended to measure the feasibility of the design of Problem-based learning of English speaking infused with Problem solving skill for ninth graders

Instruction :

1. Read the content of learning model components in the “statement” column.
2. Analyze and put checklist (✓) whether the “statement” correspond to Problem Solving Skill indicators in “Problem solving skill” column
3. Put checklist (✓) in the column “Implicit” if the PBL and Problem-solving skill stated implicitly in the learning model components
4. Put checklist (✓) in the column “Explicit” if PBL and Problem-solving skill stated explicitly in the syllabus components
5. Give remark in “notes” column if necessary

Suggestion :

Please fill in here

Jakarta,..... 2024
Experts,

(.....)

C1= Basic Information, C2= Learning Outcomes, C3= Learning Model Component, C4= Learning Objectives, C5= Activities, C6= Media, C7= Assessment, C8= Indicators																						
No	Problem Solving Skills keyword/ Code	Learning Model Component							Problem-Based Learning Syntax							Statement of PBL Syntax			Validator's Judgement			
		C 1	C 2	C 3	C 4	C 5	C 6	C 7	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Explicit	Implicit	Notes	
1	Identifying Problems Recognize and define problems clearly, distinguish between symptoms and root causes -IPSI																		Mencari tahu penyebab - SDL Resource identification			
2	Generating Solutions Brainstorm and develop multiple potential solutions, encourage creativity and open-mindedness -GENS2																		Mensintesis informasi - CTD Analysis and evaluation Membuat catatan yang terorganisir - SDL Resource identification			
3	Evaluating Solutions Assess feasibility, effectiveness, and potential																		Mendapat evaluasi atas solusi - SDL			

(Preparation)		
<p>(*5 = Sangat Baik; 4 = Baik; 3 - Cukup; 2 = Kurang; 1 - Sangat Kurang Source: CEFR; Brown, 2000</p>		

Speaking Skill Rubric (for presentation)

Kriteria	Keterangan*	Skor
Konten		
Menyampaikan informasi yang jelas, relevan, dan terstruktur.	4	
Menyajikan ide dengan tepat.	3	
Memasukkan detail yang mendukung.	2	
Menyampaikan kesimpulan yang kuat dan menyeluruh.	1	
Pengucapan		
Mengucapkan kata dengan jelas dan mudah dimengerti.	4	
Intonasi yang tepat dan nada yang sesuai dengan konteks.	3	
Penggunaan vokal yang tepat untuk menekankan poin penting.	2	
Menghindari pengucapan yang terlalu cepat atau terlalu lambat.	1	
Kejelasan dan Kepercayaan Diri		
Berbicara dengan jelas, tanpa ragu.	4	
Memandang langsung ke audiens.	3	
Menunjukkan sikap tubuh yang baik.	2	
Mampu mengatasi rasa gugup dengan baik.	1	
Penggunaan Bahasa Tubuh		
Penggunaan gerakan tangan yang mendukung.	4	
Eksresi wajah yang sesuai.	3	
Gerakan tubuh yang dinamis.	2	
Menghindari gerakan yang mengalihkan perhatian.	1	

Total Skor
(*) 4 = Sangat Baik; 3 = Baik; 2 = Cukup; 1 = Perlu Perbaikan Source: Adopted from (Brown 2000, CEFR 2018, Nunan et al 2003)

PBL Indicator in Model of problem-based learning of English Speaking Infused with Problem solving skill for ninth graders

Indicators	Example in the Activity
Teamwork	In the <i>While Speaking</i> section, students are divided into small groups (3-4 students), where they collaborate to solve problems related to the "Unmotivated" case.
Resources Identification	In the <i>Pre-Speaking</i> section, the teacher provides students with a specific audio resource about mental health and stress for them to explore and discuss.
Analysis and Evaluation	During the <i>While Speaking</i> section, students are asked to analyze the issues presented in the audio (such as "Unmotivated") and evaluate potential solutions.
Contextualization	In the <i>Pre-Speaking</i> section, students are encouraged to relate the concepts of mental health and stress to their own lives and experiences.
Application	In the <i>While Speaking</i> section, students apply problem-solving skills to find solutions to the case of "Unmotivated" by discussing and presenting their ideas.
Active Participation	In the <i>Pre-Speaking</i> section, students answer the teacher's questions and engage in discussions about mental health, contributing their ideas.
Evaluation	In the <i>Post-Speaking</i> section, students evaluate their learning process by completing a worksheet and reflecting on their strengths and weaknesses.
Integration	In the <i>While Speaking</i> section, students use multimedia (such as audio, video, or animation) to integrate different forms of learning into their solution presentation.
Constructive Feedback	While presenting solutions in the <i>While Speaking</i> section, students may receive feedback from peers or the teacher on their ideas and solutions.

Guidance	In the <i>While Speaking</i> section, the teacher guides students by providing instructions and prompting them to communicate openly and collaborate effectively.
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PSS Indicator in Model of problem-based learning of English Speaking Infused with Problem solving skill for ninth graders

Indicators	Example in the Activity
Identifying the Problem	In the <i>While Speaking</i> section, students listen to an audio about the issue of being "Unmotivated." The problem is introduced, and students need to identify it by discussing the key aspects of the situation.
Generating Solutions	After identifying the issue, students collaborate in small groups to brainstorm potential solutions to the motivation problem, using their problem-solving skills to think creatively and critically.
Evaluating Solutions	Students, while discussing the issue of being unmotivated, critically evaluate their proposed solutions and select the most effective ones based on their discussions.
Implementing Solutions	Once solutions are evaluated and selected, students use multimedia tools like Canva or PowerPoint to present their ideas and demonstrate how they would implement the solution to the motivation problem in a real-world context.
Reflecting on the Process	After the activity, students complete a worksheet that encourages them to reflect on the problem-solving process, identifying their strengths and weaknesses and how they can improve.
Collaborative Problem-Solving	Throughout the <i>While Speaking</i> section, students collaborate in small groups to generate solutions, ensuring that all members participate, respect diverse viewpoints, and contribute to the final presentation of their ideas.
Adaptability	If needed, students adapt their solutions during group discussions based on new insights or feedback from peers, ensuring that the solution is refined and adapted to the context.

Speaking Skill Indicator in Model of problem-based learning of English Speaking Infused with Problem solving skill for ninth graders

Indicators	Example in the Activity
Grammar	During the <i>Pre-Speaking</i> section, students respond to questions like “What do you know about mental health?” where they are expected to use correct grammatical structures. In the <i>While Speaking</i> section, when discussing the “Unmotivated” case, students should demonstrate accurate grammar while presenting ideas or solutions.
Vocabulary	In the <i>Pre-Speaking</i> section, students are asked to discuss their understanding of "mental health," "stress," and related terms. Students need to utilize a range of vocabulary to explain these concepts clearly. In the <i>While Speaking</i> section, as they discuss the issue of "unmotivated," students need to use appropriate terms, possibly related to mental health and motivation.
Comprehension	During the <i>Pre-Speaking</i> section, after listening to the audio on "Mental Health," students demonstrate their comprehension by answering questions, such as, “What does 'stress' mean to you?” They need to demonstrate understanding by giving relevant and accurate responses.
Fluency	In the <i>While Speaking</i> section, when discussing the “Unmotivated” case in groups, students should communicate their ideas fluently without excessive hesitation. They need to express their opinions and solutions in a coherent manner, contributing to the group’s discussion.
Pronunciation	Throughout the activities, especially in the <i>While Speaking</i> section when presenting solutions or discussing the case, students should ensure their pronunciation is clear and understandable, which is essential for effective communication in a group setting or while presenting their ideas.

