Appendices

Appendix A

**Self-confidence Questionnaire**

INSTRUCTIONS: Please read the following statements carefully. Each one describes the way that you might (or might not) feel about your confidence in speaking English. For each statement, give tick (√) on the column number 1 to 4 to indicate how much you agree or disagree with it right now. choose only one number for each statement.

1 = very disagree 2 = disagree 3 = agree 4 = very disagree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Statement** | **1** | **2** | **3** | **4** |
| 1 | I’m pretty sure of myself in speaking English. |  |  |  |  |
| 2 | I find it very hard to use English to talk with my friend. |  |  |  |  |
| 3 | I can make up my idea about the topic to be discussed. |  |  |  |  |
| 4 | It’s a lot of fun to share to share my idea with friend. |  |  |  |  |
| 5 | I feel hesitate to speak English outside of class. |  |  |  |  |
| 6 | I’m doing the best effort to encourage me to use English. |  |  |  |  |
| 7 | I like to volunteer in doing teacher instructions. |  |  |  |  |
| 8 | Friends usually understand my speaking. |  |  |  |  |
| 9 | I have my own opinion, but it is difficult to express them. |  |  |  |  |
| 10 | I feel more often to speak English after joining in YouTube project. |  |  |  |  |
| 11 | My friend motivates me to speak English in outside the class. |  |  |  |  |
| 12 | I have to make preparation before sharing my opinion using English. |  |  |  |  |
| 13 | I feel nervous to speak English in front of class. |  |  |  |  |
| 14 | After joining this project, I can lower my nervousness. |  |  |  |  |
| 15 | I feel confident and get used to speak English. |  |  |  |  |

Appendix B

**Scoring Rubric for Speaking**

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| SCORING RUBRIC FOR SPEAKING |
| ASPECT | SCORE | DESCRIPTION |  |
| Pronunciation | 5 | Easy to understand and has native speaker’s accent |  |
| 4 | Easy to understand with certain accent |  |
| 3 | There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding |  |
| 2 | Difficult to understand because there is problem in pronunciation, asked to repeat |  |
| 1 | The serious pronunciation so it can not be understood |  |
| ASPECT | SCORE | DESCRIPTION |
| Grammar | 5 | There is no or little mistake in grammar |  |
| 4 | Sometimes makes mistake in grammar, but it does not influence the meaning |  |
| 3 | Sometimes makes mistake in grammar, but it does not influence the meaning |  |
| 2 | There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence |  |
| 1 | The grammar mistake is so bad so it is difficult to understand |  |
| ASPECT | SCORE | DESCRIPTION |
| Vocabulary | 5 | Using vocabulary and expression like native speaker |  |
| 4 | Sometimes using vocabulary which is not appropriate |  |
| 3 | Using vocabulary, which is not appropriate, conversation becomes limited because the vocabulary is limited |  |
| 2 | Using wrong vocabulary and it is limited so it is difficult to understand |  |
| 1 | Vocabulary is so limited so conversation impossible to occur |  |
| ASPECT | SCORE | DESCRIPTION |
| Fluency | 5 | Speech is smooth as a native speaker.  |  |
| 4 | The fluency is disturbed by language problem |  |
| 3 | The fluency is disturbed more by language problem |  |
| 2 | Speech is frequently hesitant and jerky; sentences may be left uncompleted |  |
|  | 1 | Speech is so halting and fragmentary that conversation is virtually impossible. |  |
| ASPECT | SCORE | DESCRIPTION |