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APPENDICES

1. Interview with English Teacher

Key Informant: English Teacher (Bpk. Pseudonym)

Objective: To identify students' speaking ability and some obstacles in learning process

1. Bagaimana kemampuan speaking siswa yang bapak ajar?
 2. Apa kendala yang sering dihadapi bapak dalam mengajar speaking?
 3. Apakah guru sering menggunakan media pembelajaran ketika mengajar speaking? Mohon jelaskan!
 4. Apa tujuan/capaian pembelajaran dari pembelajaran speaking?
 5. Apa indikator dari siswa yang telah mencapai capaian pembelajaran speaking?
1. (Siswa masih terbata bata dalam pengucapan, hal ini disebabkan oleh penguasaan kosa kata siswa yg masih sangat rendah.)
 2. (Waktu yang dijadwalkan masih sangat terbatas, tidak cukup sumber daya dan bahan, serta kurangnya motivasi siswa yang menjadi kendala utama dalam pengajaran speaking)
 3. (Ya, dengan memberikan media pembelajaran berupa buku teks, tapi kalau mengandalkan buku teks saja kan kurang dan untuk menambah kelengkapan itu kita menggunakan video pembelajaran dari internet.)

4. (Secara umum, tujuan/capaian pembelajaran speaking yaitu agar siswa mampu berkomunikasi lisan secara sederhana dalam pembelajaran speaking.)
5. (Siswa mampu berkomunikasi dengan baik dan percaya diri sehingga siap menghadapi globalisasi.)

2. Interview with Student

Key Informant: Student (Pseudonym)

Objective: To find out students' opinions after using English self-video recording media on recount text

1. Apa dampak yang anda rasakan setelah menggunakan media English self-video recording?
 2. Apa kendala yang anda temukan saat belajar menggunakan media English self-video recording?
 3. Apa harapan anda kedepannya setelah mempelajari recount text dengan menggunakan media English self-video recording?
-
1. Student 1: (Memotivasi saya untuk belajar bahasa Inggris, dan juga sedikit demi sedikit membuat saya percaya diri untuk berbahasa Inggris)

Student 2: (Melatih kepercayaan diri saya dalam berbicara bahasa inggris)

2. Student 1: (Kurang percaya diri, masih asing dengan kata dalam bahasa Inggris, jadi belum tau cara membaca dengan baik dan benar)

Student 2: (Takut membuat kesalahan dalam mengucapkan kata dalam bahasa inggris, karna cara bacanya yang berbeda jauh dengan tulisannya)

3. Student 1: (Harapan saya tentunya ingin sekali dapat menguasai bahasainggris)

Student 2: (Harapan saya kedepannya adalah saya dapat berbicara dengan lancar dan menguasai banyak kosa kata dalam bahasa Inggris).

3. Observation Sheet

Date	: August 10 th 2022
Day	: 1 (one)
Teacher	: Bpk. Pseudonym
Class	: X (1) AKL
Subject Matter	: English
Learning Outcomes	: Applying social functions, text structure, and linguistic elements in recount text, as well as knowing the time signals that are often used in recount text and identifying the expressions used in recount text.
Indicators	: Students are able: (1) Understanding the functions and linguistic elements of recount text. (2) Knowing the time signal that is often used in recount text. (3) Identify the expressions used in the recount text. (4) Make a simple text about his personal experience. (5) Understand the content of the story that is displayed. (6) Explain the content of the story that is displayed.
Total of Students	: 30 students

No	Section	What does the teacher do	How do students respond
1.	Introduction	The teacher greets and invites students to start greeting,	All students answer greetings
		The teacher invites the students to start the activity by praying	All students pray with wisdom
		The teacher attracts students' attention to focus on the material to be taught	Students listen carefully to what the teacher will say
		The teacher conveys what needs to be considered in learning	
2.	Core Activities	Students are asked to pay attention to the material in the book	Some students listen well and are enthusiastic, while some other students look less enthusiastic
		Students are asked to listen to the explanation given by the teacher	
		The teacher gives short questions to find out what students understand from the explanation that has been	Some students have responded well to the questions, and only some students

		delivered	have not responded.
		Students are asked to make a greeting text about their personal experience.	The students worked with focus and calm, some students came forward to ask things they didn't understand.
		The teacher appoints some students to read the greeting text that has been made	Some students have responded well to the questions, and only some students have not responded.
3.	End Activities	The teacher gives short questions and answers to measure students' understanding	Some students have responded well to questions, and only a few students have not responded
		Students are asked to provide responses and conclusions on the material studied	Some students have been able to convey their responses and conclusions on the material studied.
		The teacher closes the learning activity by saying greetings	All students also give greetings

4. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (RPP-EXPERIMENTAL CLASS)

Mata pelajaran: Bahasa Inggris	Materi: Recount Text
Satuan Pendidikan: SMK Semesta	KD : 3.12, 4.16 dan 4.17
Kelas: X (1) AKL	Alokasi Waktu: (1 x 40 menit)

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3:Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
<p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.12.1 Menyebutkan fungsi dan unsur kebahasaan dari recount text.</p> <p>3.12.3 Mengidentifikasi time signal yang sering digunakan dalam recount text.</p> <p>3.12.4 Mengidentifikasi ungkapan-ungkapan yang digunakan dalam recount text.</p>
<p>4.16 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p>	<p>4.15.3 Membuat teks sederhana tentang pengalaman pribadi.</p>
<p>4.17 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.17.1 Membuat isi dari cerita tentang pengalaman pribadi.</p>

D. Tujuan Pembelajaran

- Dengan menggunakan English self-video recording, siswa dapat menyebutkan fungsi dan unsur kebahasaan dari *recount text*, mengidentifikasi time signal yang sering digunakan dalam *recount text*, mengidentifikasi ungkapan-ungkapan yang digunakan dalam *recount text*, membuat teks sederhana tentang pengalaman pribadi, dan membuat isi dari cerita tentang pengalaman pribadi.

E. Materi Pembelajaran

A Trip

Orientation: Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Polar Bear Cubs and the other animals.

Events: In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in. After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. After that I saw other animals such as elephants, tigers, eagles, peacocks, and some pelicans. At lunchtime, Dad decided to cook a barbecue. He cooked sausages so we could eat sausage sandwiches. Mom forgot the ketchup so we had to eat it plain, but the taste of the sausage sandwich was good because we were very hungry after tired of playing. In the afternoon, we visited the aquarium. My brother was very happy to see the sharks and tropical fish. The view of the aquarium is very good, my family and I take turns to take photos in front of the aquarium, then after that we take photos together.

Re-orientation: At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home. I really enjoyed this family trip. I can spend time with my family and also learn about animals at the same time.

F. Media Pembelajaran

- Self-video recording
- Youtube



D. Langkah- langkah Kegiatan Pembelajaran

No	Kegiatan	Rincian	Alokasi waktu

1.	Kegiatan awal	<p>1. Pendahuluan</p> <p>Guru mengucapkan salam, mengajak Siswa untuk mengawali memberi salam, mengajak siswa untuk mengawali kegiatan dengan berdoa.</p> <p>2. Apersepsi</p> <p>Menarik perhatian siswa agar fokus pada materi yang akan diajarkan</p> <p>3. Memberikan motivasi</p> <p>Memberikan arahan kepada siswa dengan mengetahui “<i>What we do today</i>”.</p> <p>4. Menyampaikan tujuan pembelajaran</p> <p>Menyampaikan apa yang perlu diperhatikan dalam pembelajaran</p>	5 menit
2.	Kegiatan Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> • Siswa diminta untuk menyaksikan sebuah video tentang seseorang yang menceritakan pengalamannya saat belajar bahasa inggris. 	30 menit

		<ul style="list-style-type: none"> • Siswa menyimak video tersebut dan mengidentifikasi komponen bahasa yang digunakan oleh orang yang ada di dalam video. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan singkat untuk mengetahui apa yang pahami siswa dari video tersebut. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Siswa diminta untuk membuat satu teks <i>Recount</i> tentang pengalaman pribadi mereka. <p><i>Associating</i></p> <ul style="list-style-type: none"> • Guru menunjuk beberapa siswa untuk menceritakan hasil tulisannya di depan kelas. 	
3.	Kegiatan Akhir	Guru : <ul style="list-style-type: none"> • Guru meminta siswa untuk melakukan refleksi. • Guru memberi tanya-jawab 	5 menit

		<p>singkat untuk mengukur pemahaman siswa terhadap materi yang diajarkan.</p> <ul style="list-style-type: none"> • Guru memberikan siswa tugas membuat video untuk menceritakan pengalaman pribadinya. • Guru menutup kegiatan pembelajaran. <p>Peserta didik :</p> <ul style="list-style-type: none"> • Menyampaikan tanggapan serta simpulan atas materi yang dipelajari. 	
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Penilaian

1. Penilaian sikap

Penilaian sikap dilakukan selama pembelajaran berlangsung dalam catatan guru. Guru memiliki catatannya sendiri dalam menilai sikap peserta didik berupa catatan harian.

No.	Nama Siswa	Aspek Pengamatan			Jumlah skor	Nilai
		Disiplin.	Keaktifan	Tanggung Jawab		
1.						

2.						
3.						

Keterangan skor

Kriketeria masing masing kolom :

4 : Baik sekali

3 : Baik

2 : Cukup

1: Kurang.

Rubric for Students' Speaking Assessment

No.	Criteria Rating	Score	Category	Description
1.	Pronunciation	15 – 20	Excellent	They speak effectively and excellent of pronunciation.
		10 – 15	Good	They speak effectively and good of pronunciation
		5 - 10	Fair	They speak sometimes hasty, fair of pronunciation.
		2 -5	Poor	They speak hasty and more sentences are not appropriate in pronunciation.

		1	Very Poor	They speak very hasty and more sentences are not appropriate in pronunciation
2.	Vocabulary	15 – 20	Excellent	They speak effectively and excellent of using vocabulary.
		10 – 15	Good	They speak effectively and good of using vocabulary
		5 - 10	Fair	They speak sometimes hasty but fairly good of using vocabulary
		2 -5	Poor	They speak hasty, and more sentences are not appropriate using vocabulary.
		1	Very Poor	They speak very hasty, and more sentences are not appropriate using vocabulary.
3.	Grammar	15 – 20	Excellent	They speak effectively and excellent of using grammar.
		10 – 15	Good	They speak effectively and good of using grammar.
		5 - 10	Fair	They speak sometimes hasty but fairly good of using grammar.

		2 -5	Poor	They speak hasty, and more sentences are not appropriate using grammar.
		1	Very Poor	They speak very hasty, and more sentences are not appropriate using grammar.
4.	Fluency	15 – 20	Excellent	They speak effectively and excellent of using smoothness.
		10 – 15	Good	They speak effectively and good of using smoothness.
		5 - 10	Fair	They speak sometimes hasty, fair of smoothness.
		2 -5	Poor	They speak hasty, and more sentences are not appropriate in smoothness
		1	Very Poor	They speak very hasty, and more sentences are not appropriate using smoothness and little or no communication.
5.	Comprehension	15 – 20	Excellent	They speak effectively and excellent of using comprehension.
		10 – 15	Good	They speak effectively and good of using

				comprehension.
		5 - 10	Fair	They speak sometimes hasty, fair of comprehension..
		2 -5	Poor	They speak hasty, and more sentences are not appropriate in comprehension.
		1	Very Poor	They speak very hasty, and more sentences are not appropriate in comprehension.

Mengetahui, Tangerang, Juli 2022

Guru Mata Pelajaran,

Mahasiswa,

Lilis Rosita Jamil

NIM. 181230140

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(RPP-CONTROLLED CLASS)**

Mata pelajaran: Bahasa Inggris

Materi: **Recount Text**

Satuan Pendidikan: SMK Semesta

KD : 3.12, 4.16 dan 4.17

Kelas: X (2) AKL

Alokasi Waktu: 1 x 40 menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3:Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
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<p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.16 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.17 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>3.12.1 Menyebutkan fungsi dan unsur kebahasaan dari <i>recount text</i>.</p> <p>3.12.3 Mengidentifikasi time signal yang sering digunakan dalam <i>recount text</i>.</p> <p>3.12.4 Mengidentifikasi ungkapan-ungkapan yang digunakan dalam <i>recount text</i>.</p> <p>4.15.3 Membuat teks sederhana tentang pengalaman pribadi.</p> <p>4.17.1 Membuat isi dari cerita tentang pengalaman pribadi.</p>
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D. Tujuan Pembelajaran

- Dengan menggunakan English self-video recording, siswa dapat menyebutkan fungsi dan unsur kebahasaan dari *recount text*, mengidentifikasi time signal yang sering digunakan dalam *recount text*, mengidentifikasi ungkapan-ungkapan yang digunakan dalam *recount text*, membuat teks sederhana tentang pengalaman pribadi, dan membuat isi dari cerita tentang pengalaman pribadi.

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Orientation: Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Polar Bear Cubs and the other animals.

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Re-orientation: At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home. I really enjoyed this family trip. I can spend time with my family and also learn about animals at the same time

F. Media Pembelajaran

- Self-video recording
- Youtube



E. Langkah- langkah Kegiatan Pembelajaran

No	Kegiatan	Rincian	Alokasi waktu
1.	Kegiatan awal	<p>5. Pendahuluan</p> <p>Guru mengucapkan salam, mengajak Siswa untuk mengawali memberi salam, mengajak siswa untuk mengawali kegiatan dengan berdoa.</p> <p>6. Apersepsi</p> <p>Menarik perhatian siswa agar fokus pada materi yang akan diajarkan</p> <p>7. Memberikan motivasi</p> <p>Memberikan arahan kepada</p>	5 menit

		<p>siswa dengan mengetahui “<i>What we do today</i>”.</p> <p>8. Menyampaikan tujuan pembelajaran</p> <p>Menyampaikan apa yang perlu diperhatikan dalam pembelajaran</p>	
2.	Kegiatan Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> • Siswa diminta untuk menyaksikan sebuah video tentang seseorang yang menceritakan pengalamannya saat belajar bahasa inggris. • Siswa menyimak video tersebut dan mengidentifikasi komponen bahasa yang digunakan oleh orang yang ada di dalam video. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan singkat untuk mengetahui apa yang pahami siswa dari video tersebut. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Siswa diminta untuk 	30 menit

		<p>membuat satu teks <i>Recount</i> tentang pengalaman pribadi mereka.</p> <p>Associating</p> <ul style="list-style-type: none"> • Guru menunjuk beberapa siswa untuk menceritakan hasil tulisannya di depan kelas. 	
3.	Kegiatan Akhir	<p>Guru :</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk melakukan refleksi. • Guru memberi tanya-jawab singkat untuk mengukur pemahaman siswa terhadap materi yang diajarkan. • Guru memberikan siswa tugas membuat video untuk menceritakan pengalaman pribadinya. • Guru menutup kegiatan pembelajaran. <p>Peserta didik :</p> <ul style="list-style-type: none"> • Menyampaikan tanggapan serta simpulan atas materi yang dipelajari. 	5 menit

Penilaian

Penilaian sikap

Penilaian sikap dilakukan selama pembelajaran berlangsung dalam catatan guru. Guru memiliki catatannya sendiri dalam menilai sikap peserta didik berupa catatan harian.

No.	Nama Siswa	Aspek Pengamatan			Jumlah skor	Nilai
		Disiplin.	Keaktifan	Tanggung Jawab		
1.						
2.						
3.						

Keterangan skor

Kriketeria masing masing kolom :

4 : Baik sekali

3 : Baik

2 : Cukup

1: Kurang

Rubric for Students' Speaking Assessment

No.	Criteria Rating	Score	Category	Description
1.	Pronunciation	15 – 20	Excellent	They speak effectively and excellent of pronunciation.

		10 – 15	Good	They speak effectively and good of pronunciation
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		2 -5	Poor	They speak hasty and more sentences are not appropriate in pronunciation.
		1	Very Poor	They speak very hasty and more sentences are not appropriate in pronunciation
2.	Vocabulary	15 – 20	Excellent	They speak effectively and excellent of using vocabulary.
		10 – 15	Good	They speak effectively and good of using vocabulary
		5 - 10	Fair	They speak sometimes hasty but fairly good of using vocabulary
		2 -5	Poor	They speak hasty, and more sentences are not appropriate using vocabulary.
		1	Very Poor	They speak very hasty, and more sentences are not appropriate using vocabulary.

3.	Grammar	15 – 20	Excellent	They speak effectively and excellent of using grammar.
		10 – 15	Good	They speak effectively and good of using grammar.
		5 - 10	Fair	They speak sometimes hasty but fairly good of using grammar.
		2 -5	Poor	They speak hasty, and more sentences are not appropriate using grammar.
		1	Very Poor	They speak very hasty, and more sentences are not appropriate using grammar.
4.	Fluency	15 – 20	Excellent	They speak effectively and excellent of using smoothness.
		10 – 15	Good	They speak effectively and good of using smoothness.
		5 - 10	Fair	They speak sometimes hasty, fair of smoothness.
		2 -5	Poor	They speak hasty, and more sentences are not appropriate in smoothness
		1	Very Poor	They speak very hasty,

				and more sentences are not appropriate using smoothness and little or no communication.
5.	Comprehension	15 – 20	Excellent	They speak effectively and excellent of using comprehension.
		10 – 15	Good	They speak effectively and good of using comprehension.
		5 - 10	Fair	They speak sometimes hasty, fair of comprehension..
		2 -5	Poor	They speak hasty, and more sentences are not appropriate in comprehension.
		1	Very Poor	They speak very hasty, and more sentences are not appropriate in comprehension.

Mengetahui, Tangerang, Juli 2022

Guru Mata Pelajaran,

Mahasiswi,

Lilis Rosita Jamil
NIM. 181230140

5. Instrument of Pre-Test and Post-Test

Speaking Pre Test

Petunjuk:

1. Siswa diberi waktu untuk menceritakan tentang **pengalaman liburan yang berkesan**.
2. Siswa akan diberikan 3 topik tentang apa yang harus siswa ceritakan.
3. Kemudian, siswa membuat cerita berdasarkan salah satu dari 3 topik.
4. Siswa mendapatkan pedoman saat menyusun cerita.
5. Siswa **wajib menggunakan bahasa Inggris**.

Pedoman

1. **What is the title of the story?** (Apa judul ceritanya?)
2. **When did it happen?** (Kapan itu terjadi?)
3. **Where did it happen?** (Di mana itu terjadi?)
4. **How did it happen?** (Bagaimana itu terjadi?)
5. **How do you feel?** (Bagaimana perasaan Anda?)
6. **What can you learn from the story?** (Apa yang dapat kamu pelajari dari cerita tersebut?)

Topik:

- a. *Happiest experience* (Pengalaman paling menyenangkan)
- b. *Sad experience* (Pengalaman paling menyedihkan)
- c. *Terrible experience* (Pengalaman yang mengerikan)

Speaking Post Test

Petunjuk:

6. Siswa diberi waktu untuk menceritakan tentang **pengalaman masa kecil yang berkesan**.
7. Siswa akan diberikan 3 topik tentang apa yang harus siswa ceritakan.
8. Kemudian, siswa membuat cerita berdasarkan salah satu dari 3 topik.
9. Siswa mendapatkan pedoman saat menyusun cerita.
10. Siswa **wajib menggunakan bahasa Inggris**.

Pedoman

7. **What is the title of the story?** (Apa judul ceritanya?)
8. **When did it happen?** (Kapan itu terjadi?)
9. **Where did it happen?** (Di mana itu terjadi?)
10. **How did it happen?** (Bagaimana itu terjadi?)
11. **How do you feel?** (Bagaimana perasaan Anda?)
12. **What can you learn from the story?** (Apa yang dapat kamu pelajari dari cerita tersebut?)

Topik:

- a. *Happiest experience* (Pengalaman paling menyenangkan)
- b. *Sad experience* (Pengalaman paling menyedihkan)
- c. *Terrible experience* (Pengalaman yang mengerikan)

6. Students' Pre-Test and Post-Test

Pre-Test of Experimental Class

Student 4

Assalamualaikum Warahmatullahi Wabarakatuh. Hello my name is Dini Apriliani. I will tell you about my happiest experience. During school holidays, my family went to Ancol beach. At that time it was crowded with other tourists who also saw the beauty of the sunset. After we entered the beach, we decided to go to restaurant and have dinner together at one of the restaurants. My sisters were very happy to see the darker scene because it was more beautiful. I really enjoy time with my family.

Repair result: Assalamualaikum Warahmatullahi Wabarakatuh. Hello, my name is Dini Apriliani. I will tell you about my happiest experience. During the school holidays, my family went to Ancol beach. At that time it was crowded with other tourists who also saw the beauty of the sunset. After we entered the beach, we decided to go to a restaurant and have dinner together at one of the restaurants. My sisters were very happy to see the darker scene because it was more beautiful. I really enjoy time with my family.

Student 26

Assalamualaikum Warahmatullahi Wabarakatuh. My name is Rizma Faizza, I will tell you about my happiest experience. Last week my friends and I went to visit the Islamic Book Fair in Jakarta Center. My friend went around looking at books, many books were presented there and were very diverse. While walking around, I saw very interested book to read and I bought. After I was satisfied walking around and buying books, we went go to home. I really enjoyed the trip with my friend.

Repair result: Assalamualaikum Warahmatullahi Wabarakatuh. My name is Rizma Faizza, I will tell you about my happiest experience. Last week my friends and I went to visit the Islamic Book Fair in Jakarta Center. My friend went around looking at books, many books were presented there and were very diverse. While walking around, I saw a very interesting book to read and I bought it. After I was satisfied walking around and buying books we went go home. I enjoyed the trip with my friend.

Post-Test of Experimental Class**Student 23**

Assalamualaikum Warahmatullahi Wabarakatuh. Hello, my name is Nur Uswatun Hasanah. I will tell you about my sad experience. I have a memorable story from when I was eight years old. On pretty hot day, I borrowed a rickshaw's friend. I climbed it on a fairly high incline. But then I fell into the grass and cried. Then I told my mom that I fell from the rickshaw. From that moment, I fell scared when riding a rickshaw. That's my story, thank you.

Repair result: Assalamualaikum Warahmatullahi Wabarakatuh. Hello, my name is Nur Uswatun Hasanah. I will tell you about my sad experience. I have a memorable story when I was eight years old. On a pretty hot day, I borrowed a rickshaw's friend. I climbed it on fairly high incline. But then I fell into grass and cried. Then I told my mom that I fell from the rickshaw. From that moment, I felt scared when riding a rickshaw. That's my story, thank you.

Student 24

Assalamualaikum Warahmatullahi Wabarakatuh. Hello, my name is Nurul Zahra. I will tell you about my terrible experience when I was a child. At 3 years old, at night me and my brother played hide and seek in front of my house. I'm the guard and I looked for my brother. I looked for him in car because I heard my brother's voice there and I got into the car

but no one was there. After I realized, I was unconscious after they wanted me to look for him never come and they look for me and it turned out that I fainted in the car. I was immediately taken to the house. In the house I told them I fainted and was given know by my mother reorientation, I don't this story to repeat itself.

Repair result: Assalamualaikum Warahmatullahi Wabarakatuh. Hello, my name is Nurul Zahra. I will tell you about my terrible experience when I was a child. At 3 years old, at night me and my brother played hide and seek in front of my house. I'm the guard and I looked for my brother. I looked for him in **the** car because I heard my brother's voice there and I got into the car but no one was there. After I realized, I was unconscious after they wanted me to look for him never come and they **looked for** me and it turned out that I fainted in the car. I was immediately taken to the house. In the house I told them I fainted and was given know by my mother reorientation, I don't this story to repeat itself.

Pre-Test of Controlled Class

Student 14

Assalamualaikum Warahmatullahi Wabarakatuh. Hello my name is M. Nur Alfiansyah. I will tell you about my happiest experience in holiday. Last month, I went to my grandpa's hometown in Bogor. It was first time we go there. The House deep in the village after going through forest, you can listen to the sound of birds chirping and waters dripping slowly. After 7 days, we went back to my house because my parents had to back to work.

Repair result: Assalamualaikum Warahmatullahi Wabarakatuh. Hello, my name is M. Nur Alfiansyah. I will tell you about my happiest experience **on** holiday. Last month, I went to my grandpa's hometown in Bogor. It was **the first** time we go there. The House deep in the village after going through **the forest**, you can listen to the sound of birds chirping and **water** dripping slowly. After 7 days, we went back to my house because my parents had to back to work.

Student 19

Assalamualaikum Warahmatullahi Wabarakatuh. My name is Nisa Indah Fauziah. I will tell you about my sad experience in holiday. At that time, my friend and I wanted to take a vacation to an outbound place in the

Bogor area, me and my friend had left early in the morning so the place was still quiet. After arriving at the destination, it turned out that the place was closed. My friend and I were disappointed because the place was closed, so after that I just ate at a nearby cafe. We have lunch of fried rice and drink avocado juice. The my friend and I went back home. It was my sad holiday.

Repair result: Assalamualaikum Warahmatullahi Wabarakatuh. My name is Nisa Indah Fauziah. I will tell you about my sad experience **on holiday**. At that time, my friend and I wanted to take a vacation to an outbound place in the Bogor area, my friend and I had left early in the morning so the place was still quiet. After arriving at the destination, it turned out that the place was closed. My friend and I were disappointed because the place was closed. **After that**, I just ate at a nearby cafe. We have lunch of fried rice and drink avocado juice. **Then** my friend and I went back home. It was my sad holiday.

Post-Test of Controlled Class

Student 17

Assalamualaikum Warahmatullahi Wabarakatuh. Hello, my name is Muhammad Zaky, I will share my experience. When I was a child, I

loved to sing. My parents were very supportive and one day asked me to enter a singing competition. I trained hard before the competition. My parents gave me motivation to believe in myself. I finally got 2nd place in singing. My parents happy even though they haven't been able to get 1st place, it was a memorable childhood experience

Repair result: Assalamualaikum Warahmatullahi Wabarakatuh. Hello, my name is Muhammad Zaky, I will share my experience. When I was a child, I loved to sing. My parents were very supportive and one day asked me to enter a singing competition. I trained hard before the competition. My parents gave me **the motivation** to believe in myself. I finally got 2nd place in singing. My parents **are happy** even though they haven't been able to get 1st place, it was a memorable childhood experience.

Student 20

Assalamualaikum Warahmatullahi Wabarakatuh. Hello, my name is Nera Halizah Purnama. I will tell you about my memorable childhood story from when I'm in 3rd grade elementary school. I took part in the exciting competition. My friends took part in marbles competition. After participating in this competition, I also participated in the checker eating competition. After finished, they announced the winner of the

competition. I'm very happy because I won the champion marbles, while my friend won the winner of the eating competition. Thanks for all my story.

Repair result: Assalamualaikum Warahmatullahi Wabarakatuh. Hello, my name is Nera Halizah Purnama, I will tell you about my memorable childhood story from when I'm in 3rd-grade elementary school. I took part in the exciting competition. My friends took part in a marbles competition. After participating in this competition, I also participated in the checker-eating competition. After finished, they announced the winner of the competition. I'm very happy because I won the champion marbles, while my friend won the winner of the eating competition. Thanks for all my story.

7. Students' Speaking Score

Experimental Class

No.	Students	Pre-test Score	Post-test Score
1	Angga Maulana	52	70
2	Annisa Nabila	63	68
3	Amelia Putri	62	72
4	Dini Apriliani	60	65
5	Dimas	60	70
6	Elsa Damayanti	65	75
7	Fitra Astinah Mulia	70	72
8	Faradila Novita	64	68
9	Gilang Hendra	72	65
10	Inaya Apriliani	52	75
11	Listia Indah	58	83
12	Mahardika Agung	60	70
13	Maya Artika Sari	64	65
14	Mita Anjani	60	70
15	Moreno Heryana	60	70
16	Muhammad Ardi	51	70
17	Mutiara	65	75
18	Naila	68	80
19	Najla Dwi Apriliyanti	60	75
20	Nisa Maulidia	72	68
21	Niya Kurniasih	60	70

22	Novia Salsa	60	68
23	Nur Uswatun Hasanah	70	80
24	Nurul Zahra Fadilah	58	70
25	Pherdi Herdiyansah	63	65
26	Rizma Faizza	63	75
27	Rena Rahmawati	60	68
28	Siti Aisyah	52	68
29	Safna Fauziah	65	65
30	Supriyatna	68	72

Controlled Class

No.	Students	Pre-test Score	Post-test Score
1	Adin Alwan	60	64
2	Ahmad Sudrajat	54	70
3	Ade Trisna Firmansyah	62	64
4	Dian Arista	60	56
5	Dias Kurnia	60	64
6	Diki Permana	65	58
7	Eka Miranda	60	60
8	Fia Fitria	64	78
9	Galang Fatih	54	64
10	Kamal Nasrullah	48	58
11	Muhammad Abdu	50	58
12	Muhammad Ali Ridho	65	70

13	Muhammad Fauzan	64	60
14	Muhammad Nur Alfiansyah	50	75
15	Muhammad Rizky	60	60
16	Muhammad Sabily	50	56
17	Muhammad Zaky	65	60
18	Murdiana	48	72
19	Nisa Indah Fauziah	64	64
20	Nera Halizah Purnama	54	56
21	Nova Kamila	60	75
22	Okta Ferdiansyah	60	72
23	Pajar Pratama	50	56
24	Rangga Insan	54	81
25	Ridho Maulana	65	64
26	Ramdan	50	78
27	Siti Aliyah	62	58
28	Syahrul H	54	75
29	Umi Kulsum	62	60
30	Zacky Igusti Rai	54	64

8. Research Documentation



9. The Adviser's Decision Letter



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN**

Nomor: 444/Un.17/F.I/PP.00.9/4/2022

tentang:

**PEMBIMBING SKRIPSI JURUSAN TADRIS BAHASA INGGRIS
FAKULTAS TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI
SULTAN MAULANA HASANUDDIN BANTEN**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN

- MEMBACA** : Surat Ketua Jurusan Tadris Bahasa Inggris (TBI) Nomor: 55/Un 17/F.I/PP.00.9/2022 tentang permohonan persetujuan Pembimbing Utama dan Pembimbing Pembantu bagi mahasiswa:
a.n. : Lilis Rosita Jamil
NIM : 181230140
Judul : The Effectiveness of English Self-Video Recording Using Recount Text to Developing Speaking Ability in Senior High School (A Quasi-Experimental Study at the Tenth Grade Students of SMK Semesta in Academic Year 2021/2022)
- MENIMBANG** : a. bahwa untuk menyelesaikan Ujian Sarjana bagi Mahasiswa Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, perlu ditunjuk Pembimbing Utama dan Pembimbing Pembantu;
b. bahwa Mahasiswa tersebut perlu memperoleh bimbingan yang sebaik-baiknya dalam menyelesaikan skripsi, sehingga dapat menyelesaikan studi kesarjanaannya;
c. bahwa Saudari Dr. Hj. Fitri Hilmiyati, M.Ed dan Saudara Tri Ilma Septiana, M.Pd. masing-masing dosen Universitas Islam Negeri Sultan Maulana Hasanuddin Banten telah memenuhi syarat untuk diangkat menjadi dosen pembimbing utama dan pembimbing pembantu
- MENGINGAT** : 1. Undang-Undang R.I Nomor 17 Tahun 2003 tentang Keuangan Negara,
2. Undang-Undang R.I Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional,
3. Undang-Undang R.I Nomor 1 Tahun 2004 tentang Perbendaharaan Negara,
4. Undang-Undang R.I. Nomor 15 Tahun 2004 tentang Pemeriksaan Pengelolaan dan Tanggung Jawab Keuangan Negara,
5. Undang-Undang R.I. Nomor 12 Tahun 2012 tentang Pendidikan Tinggi,
6. Peraturan Pemerintah R.I. No. 45 Tahun 2013 tentang Tata Cara Pelaksanaan APBN;
7. Peraturan Menteri Keuangan R.I. No. 171/PMK 02/2013 tentang Petunjuk Penyusunan dan Pengesahan Daftar Isian Pelaksanaan Anggaran;
8. Peraturan Menteri Agama R.I. Nomor 32 tahun 2017 tentang Statuta Universitas Islam Negeri Sultan Maulana Hasanuddin Banten;
9. Peraturan Menteri Agama R.I. Nomor 23 tahun 2017 tentang Organisasi dan Tata Kerja Universitas Islam Negeri Sultan Maulana Hasanuddin Banten,
10. Peraturan Menteri Agama Nomor 23 Tahun 2017 tentang Organisasi dan Tata Kerja Universitas Islam Negeri Sultan Maulana Hasanuddin Banten,
11. Keputusan Menteri Agama R.I. Nomor : B.II/3/54242 tahun 2017 tentang pengangkatan Rektor Universitas Islam Negeri Sultan Maulana Hasanuddin Banten dengan masa jabatan tahun 2021-2025,
12. Keputusan Rektor Universitas Islam Negeri Sultan Maulana Hasanuddin Banten Nomor 01 tahun 2017 tentang pengelola pelaksanaan anggaran Universitas Islam Negeri Sultan Maulana Hasanuddin Banten tahun anggaran 2017;
13. Keputusan Rektor Universitas Islam Negeri Sultan Maulana Hasanuddin Banten Nomor : 96/Un 17/B III 2/KP 07 6/10/2017 tentang pengangkatan Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten dengan masa jabatan tahun 2021-2025
- MEMPERHATIKAN** : 1. Keputusan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten Nomor 446 tahun 2017 Tanggal 08 Agustus 2017 tentang Buku Pedoman Akademik UIN Sultan Maulana Hasanuddin Banten
2. Keputusan Rektor Nomor 136 Tentang Kalender Akademik UIN SMH Banten 2020/2021

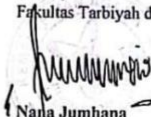
Menyuskan ...

MEMUTUSKAN :

- MENETAPKAN** : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN TENTANG PEMBIMBING SKRIPSI JURUSAN TADRIS BAHASA INGGRIS FAKULTAS TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN
- Pertama** : Mengangkat Saudari Dr. Hj. Fitri Hilmiyati, M.Ed dan Saudara Tri Ilma Septiana, M.Pd sebagai Pembimbing Utama sebagai Pembimbing Pembantu bagi mahasiswa tersebut di atas
- Kedua** : Apabila dipandang perlu, Pembimbing diberi kewenangan untuk merubah redaksi judul, tanpa merubah surat keputusan ini
- Ketiga** : Kepada Pembimbing Utama dan Pembimbing Pembantu diberikan honorarium menurut ketentuan yang berlaku
- Keempat** : Surat Keputusan ini berlaku terhitung mulai tanggal dikeluarkan, dengan ketentuan bila terdapat kekeliruan akan diadakan perubahan seperlunya.

Dikeluarkan di Serang
Pada Tanggal : 20 April 2022

Dekan,
Fakultas Tarbiyah dan Keguruan ↵


Nana Jumhana

Tembusan:

1. Wakil Rektor I UIN Sultan Maulana Hasanuddin Banten,
2. Wakil Dekan I, II dan III Fakultas Tarbiyah dan Keguruan UIN Sultan Maulana Hasanuddin Banten;
3. Ketua Jurusan TBI Fakultas Tarbiyah dan Keguruan UIN Sultan Maulana Hasanuddin Banten,
4. Dosen Pembimbing;
5. Mahasiswa yang bersangkutan;
6. Arsip.

10. Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SULTAN MAULANA HASANUDDIN BANTEN
FAKULTAS TARBIYAH DAN KEGURUAN
 Jl. Syech Nawawi Al-Bantani Kp. Andamul Kel. Sukawana Kec. Curug Kota Serang

Serang, 20 April 2022

Nomor :/Un.17/F.U/PP.00.9/4/2022
 Lampiran : -
 Perihal : *Izin Penelitian*

Kepada Yth,
 Kepala SMK Semesta

Di

Tempat

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten menerangkan bahwa :

Nama : **Lilis Rosita Jamil**
 Nomor Induk Mahasiswa : **181230140**
 Semester : **VIII, IX, X, XI, XII, XIII, XIV¹⁾**
 Jurusan : **Tadris Bahasa Inggris (TBI)**

Adalah benar mahasiswa/i jurusan Tadris Bahasa Inggris (TBI) pada Fakultas Tarbiyah dan Keguruan yang akan melaksanakan penelitian dalam rangka penyelesaian tugas akhir (Penulisan Skripsi) yang berjudul :

The Effectiveness of English Self-Video Recording Using Recount Text to Developing Speaking Ability in Senior High School (A Quasi-Experimental Study at the Tenth Grade Students of SMK Semesta in Academic Year 2021/2022)

Sehubungan dengan hal tersebut, maka kami mohon kepada Bapak/Ibu dapat memberikan izin kepada Mahasiswa/i kami yang dimaksud untuk bisa melakukan survey dan pengumpulan data penelitian di Sekolah/Mdrasah yang Bapak/Ibu pimpin

Demikian, atas perkenan dan partisipasi Bapak/Ibu terlebih dahulu kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,
 Fakultas Tarbiyah dan Keguruan

Nana Jumhanti

¹ Caret yang tidak perlu

11. Consultation Book

CONSULTATION BOOK






ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY
SULTAN MAULANA HASANUDDIN BANTEN

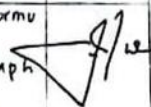
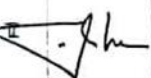


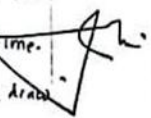
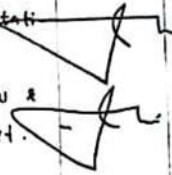
CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
	21/6 2022	Chapter I	- Change academic year - Pay attention to Capitalization	JS
	7/7 2022	Chapter II	- Add Material on how to Apply video recording in teaching english	JS
	12/7 2022	Revise Chapter II	- Add speaking definition material - continue to chapter 3	JS
	21/7 2022	Chapter III	- Add Research hypothesis.	JS
	1/8 2022	Revise Chapter III	- Add Size effect Formula	JS
	5/8 2022	Revise Chapter III	- Designing lesson plan	JS
	22/8 2022	Lesson Plan	- Pay attention to - learning objectives - Improve Student's final Activity	JS
	1/9 2022	Research Instrument.	- continue for research	JS
	10/9 2022	Chapter 4	- Add previous study to discussion	JS
	20/9 2022	Revise Chapter 4.	- Reduce the distance on the table, numbering	JS



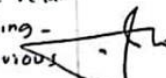

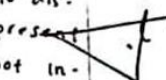
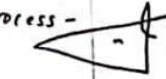

CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
	17/10 2022	Abstract and Chapter 5	- numbering at the conclusion	
	21/10 2022	Abstract and Chapter 5	- Design Attachment	
	24/10 2022	ke sidang MUNASIAL		

CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
	13/6 2021	Chapter I	<ul style="list-style-type: none"> - Pay attention to Formulation of Problem - Adjust the paragraph - Add Interview - Summarize previous studies 	
	20/6 22	Chapter I	<ul style="list-style-type: none"> - Continue chapter II 	
	23/6 22	Chapter II	<ul style="list-style-type: none"> - Find References from Indexed Journals - Develop Speaking theory - Paraphrase the theories - Existing Problems are related to field facts Found in research Setting 	
	7/7 22	Chapter II	<ul style="list-style-type: none"> - Continue chapter III 	
	25/7 22	Chapter III	<ul style="list-style-type: none"> - Give Reasons why you select this Setting - Provide research time line - Explain how do you draw sample - Delete repetition - Add speaking Rubric 	
	18/8 2022	Chapter III (Learn statistical calculations)	<ul style="list-style-type: none"> - Remove box in Statistical Formula - Design Interview & Observation sheet. 	

CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
	20/9 22	Interview & observation sheet	- design Research Instrument.	
	1/10 22	Research Instrument (test)	- continue chapter IV	
	9/10 22	Chapter IV	- Finding must be related with existing theories or previous study	
	22/9 22	Chapter IV	- use basic table - use student initials - Complete the speaking assessment component - Tell the handicaps - Explain how's your media can help students in speaking	
	8/10 22	Chapter IV	- pay attention to discussion part present descriptively not in number	
	15/10 22	Chapter V & Abstract	- Reveal the process of treatment.	
	17/10 22	Chapter V Abstract	- use name of city in references	
	19/10 22	Signature for munahqosah final		