

STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote, entitled “EFL teacher’s performance and students’ perception of using video in vocabulary learning”, as a partial fulfilment of the requirements for the Master degree (M.Pd) and submitted to Magister Tadris Bahasa Inggris, The State Islamic University Sultan Maulana Hasanuddin Banten wholly constitutes my own original scientific writing.

As for the other persons’ works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition. However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia

Serang, September 24th, 2024

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Bismillahirrahmanirrahim

Assalamu'alaikum wr. wb

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With the help of Allah, my unwavering intention, and relentless efforts, I present this thesis entitled “EFL Teacher’s Performance and students’s perception of using video in Vocabulary Learning”. This work represents my final project in fulfillment of the requirements for a Master of Education (M.Pd) at Magister Tadris Bahasa Inggris, Postgraduate Program, the State Islamic University Sultan Maulana Hasanuddin Banten.

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Finally, I acknowledge that this thesis may have its imperfections, both in terms of structure and content. Therefore, I humbly request constructive criticism and suggestions for its further refinement. My hope is that this thesis serves as a source of inspiration and usefulness to those who peruse its contents.

Walaikumsalam wr. Wb

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Setelah melakukan bimbingan, arahan dan koreksi terhadap penulisan tesis magister yang berjudul: **“EFL TEACHER’S PERFORMANCE AND STUDENTS’ PERCEPTION OF USING VIDEO IN VOCABULARY LEARNING”** yang ditulis oleh,

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Kami telah bersepakat bahwa tesis magister tersebut sudah dapat diajukan kepada Program Pascasarjana UIN Sultan Maulana Hasanuddin Banten untuk diajukan guna mengikuti UJIAN TESIS dalam rangka memperoleh gelar Magister Pendidikan (M. Pd).

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***The Use of Portfolio, Self-Peer Assessment in Communicative Learning
Teaching and Their Influence on Students' Writing Ability***

ABSTRACT

The alternative assessment measures students' ability to meet learning objectives in reading, listening, and writing skills with a focus on English. It is a form of assessment that measures students' level of competence in a topic rather than the amount of their knowledge. Based on the researcher's observations and interviews with an English teacher at a Vocational School in Tangerang, students face many problems in writing, so teaching writing is challenging for researchers. Then, the researcher wants to analyse the use of assessment in English topics, with particular emphasis on alternative assessments for students in vocational high schools. This study tries to determine the effect of using the CRADLE portfolio and self-peer assessment on students' writing ability. To find out the results, the researcher used quantitative research with multiple regression tests on the three variables studied, and the results of this study showed positive simultaneously, which means that the CRADLE portfolio and self-peer assessment had a significant effect on students' writing ability with Fcount 2.967 and Ftable 3.18 and a significant level of $0.061 > 0.005$, meaning that portfolio CRADLE and Self-Peer assessment have a significant influence on students' writing ability in secondary vocational schools.

Keywords: Portfolio CRADLE, Self-Peer Assessment, Writing ability

**Penggunaan Portofolio, Self-Peer Assessment dalam Pengajaran
Pembelajaran Komunikatif dan Pengaruhnya Terhadap Kemampuan
Menulis Siswa**

ABSTRAK

Penilaian alternatif mengukur kemampuan siswa dalam memenuhi tujuan pembelajaran keterampilan membaca, mendengarkan, dan menulis dengan fokus bahasa Inggris. Ini adalah bentuk penilaian yang mengukur tingkat kompetensi siswa dalam suatu topik, bukan jumlah pengetahuan mereka. Berdasarkan observasi dan wawancara peneliti dengan seorang guru bahasa Inggris di sebuah SMK di Tangerang, siswa menghadapi banyak permasalahan dalam menulis, sehingga pengajaran menulis merupakan tantangan bagi peneliti. Kemudian, peneliti ingin menganalisis penggunaan asesmen dalam topik bahasa Inggris, dengan penekanan khusus pada asesmen alternatif untuk siswa di sekolah menengah kejuruan. Penelitian ini mencoba untuk mengetahui pengaruh penggunaan portofolio CRADLE dan penilaian teman sejawat terhadap kemampuan menulis siswa. Untuk mengetahui hasilnya maka peneliti menggunakan penelitian kuantitatif dengan uji regresi berganda terhadap ketiga variabel yang diteliti, dan hasil penelitian ini menunjukkan hasil positif secara simultan yang artinya portofolio CRADLE dan self peer assesment berpengaruh signifikan terhadap tulisan siswa. kemampuan menulis dengan $F_{hitung} 2,967$ dan $F_{tabel} 3,18$ serta tingkat signifikan $0,061 > 0,005$ artinya portofolio CRADLE dan Self-Peer assesment mempunyai pengaruh yang signifikan terhadap kemampuan menulis siswa di sekolah menengah kejuruan.

Kata Kunci: Portofolio CRADLE, Self-Peer Assessment, Kemampuan Menulis

استخدام الحافظات والتقييم الذاتي للأقران في تدريس التعلم التواصلي وتأثيرهما على قدرة الطلاب على الكتابة

خلاصة

تقيس التقييمات البديلة قدرة الطلاب على تحقيق الأهداف التعليمية لمهارات القراءة والاستماع والكتابة مع هذا شكل من أشكال التقييم الذي يقيس مستوى كفاءة الطالب في موضوع ما، التركيز على اللغة الإنجليزية بناءً على ملاحظات الباحث ومقابلاته مع مدرس اللغة الإنجليزية في إحدى المدارس. وليس مقدار معرفته المهنية بمدينة تانجيرانج، يواجه الطلاب العديد من المشكلات في الكتابة، لذا فإن تدريس الكتابة يمثل تحدياً ثم أراد الباحث تحليل استخدام التقييم في موضوعات اللغة الإنجليزية، مع التركيز بشكل خاص للباحثين يحاول هذا البحث تحديد تأثير استخدام محفظة. على التقييمات البديلة للطلاب في المدارس الثانوية المهنية وللحصول على النتائج استخدم الباحثون البحث. وتقييم الأقران على قدرات الطلاب في الكتابة CRADLE الكمي مع اختبارات الانحدار المتعدد على المتغيرات الثلاثة المدروسة، وأظهرت نتائج هذا البحث نتائج وتقييم الأقران الذاتي كان لهما تأثير كبير على CRADLE إيجابية في وقت واحد، مما يعني أن محفظة ومستوى دلالة $F_{table} 3.18$ و $F_{count} 2.967$ القدرة على الكتابة باستخدام. كتابة. تحصيل الطلاب والتقييم الذاتي للأقران لهما تأثير كبير على قدرة CRADLE، مما يعني أن محفظة $0.061 > 0.005$. الطلاب على الكتابة في المدارس الثانوية المهنية.

المحفظة، التقييم الذاتي للأقران، القدرة على الكتابة: الكلمات المفتاحية

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