

## APPENDICES

### Appendix I. Transliteration

No	Page	Surah/Verse	Translation	
			English	Indonesia
1	-	At-Thaha verses 27-28	(27) And remove the impediment from my tongue (28) so people may understand my speech	(27) Dan lepaskanlah kekakuan dari lidahku (28) Supaya mereka mengerti perkataanku

## Appendix II. Research Instrument (Interview Guideline)

Lecturer:			
Class:			
No	Research Questions	Interview Questions	Participant's Response
1	What principles of speaking are applied by the English education department lecturer?	<i>Providing students with ample opportunities to practice fluency and accuracy</i>	
		<ol style="list-style-type: none"> <li>1. How do you provide ample opportunities for students to practice fluency and accuracy in speaking?</li> <li>2. At this stage, do you have any strategies or methods to ensure students have equal opportunities to practice speaking fluently and accurately?               <ol style="list-style-type: none"> <li>a. If any, what is it (what they are)?</li> </ol> </li> <li>3. How do you handle students who may be more reserved or need more confidence in speaking?</li> <li>4. Do you encourage your students to participate in spontaneous conversations to improve their ability to speak fluently and accurately?               <ol style="list-style-type: none"> <li>a. If so, how do you do it?</li> </ol> </li> </ol>	
		<i>Providing students with opportunities to speak through group or pair activities, while minimizing teacher intervention in the conversation</i>	
		1. How do you provide opportunities for students to talk through group or pair	

		<p>activities while minimizing your interference in the conversation?</p> <p>2. How do you ensure students remain focused and engaged in the conversation as they work in groups or pairs?</p> <p>3. Do you encourage students to give each other feedback or support as they talk in groups or pairs?</p> <p>a. If so, how did you do it?</p>	
<i>Planning speaking tasks that involve negotiating meaning</i>			
		<p>1. How do you plan speaking tasks that facilitate negotiating meaning among students?</p> <p>2. How do you select appropriate topics or situations for speaking tasks involving meaning negotiation?</p> <p>3. Do you have any advice or tips for students who want to improve their ability to negotiate meaning during speaking tasks?</p> <p>a. If any, what is it (what are they)?</p>	
<i>Constructing classroom activities involving instruction and practice in both transactional and interpersonal speaking</i>			
		<p>1. How do you differentiate between transactional and interpersonal speaking instruction in planning classroom activities?</p>	

		<ol style="list-style-type: none"> <li>2. How do you create opportunities for students to practice transactional speaking, such as speaking in the context of business transactions or other formal situations?</li> <li>3. How do you create opportunities for students to practice interpersonal speaking, such as speaking in the context of friendships or other informal situations?</li> <li>4. Is there any particular advice or strategy you would like to share with students to assist them in improving their transactional and interpersonal speaking? <ol style="list-style-type: none"> <li>a. If any, what is it (what are they)?</li> </ol> </li> </ol>	
2	<p>What types of speaking activities are applied by the lecturer of the English education department?</p>	<ol style="list-style-type: none"> <li>1. In teaching speaking, various types of activities include scripted acting, communication games, discussion, troubleshooting, simulation, and role play. Which of these activities do you use to teach speaking? (If you have others, you may mention)</li> <li>2. What are your considerations in selecting that activity (those activities) in teaching speaking? please explain!</li> <li>3. Do you think that speaking activity (those speaking</li> </ol>	

		<p>activities) is (are) effective in teaching?</p> <ol style="list-style-type: none"> <li>a. If so, why?</li> <li>b. How do you observe the impact?</li> </ol> <p>4. Have you faced any challenges in implementing these speaking activities?</p> <ol style="list-style-type: none"> <li>a. If any, what are they?</li> <li>b. How did you overcome that challenge (those challenges)?</li> </ol>	
3	<p>What materials are taught to the students in speaking class by the lecturer?</p>	<ol style="list-style-type: none"> <li>1. In teaching speaking, there are various types of materials, including audio, audio-visual, and printed materials. From these types of materials, which type of materials do you use in teaching speaking? (If you have others, you may mention) <ol style="list-style-type: none"> <li>a. What are your considerations when choosing that material (those materials? Please explain!</li> <li>b. How do you integrate it (them) into your class?</li> </ol> </li> <li>2. Do you have some concrete examples of the material? <ol style="list-style-type: none"> <li>a. If so, can I attach it?</li> </ol> </li> </ol>	

## Appendix III. Interview Result

Lecturer: Ms. HA	
Class:	
No	Interview Question and Participant's Response
	<i>Providing students with ample opportunities to practice fluency and accuracy</i>
1	<p>a. How do you provide ample opportunities for students to practice fluency and accuracy in speaking?  Answer: <i>"I will provide a silent week one week before the middle test for the students to prepare. As for daily practice, I always make announcements early to give them enough time to practice fluency and accuracy."</i></p> <p>b. At this stage, do you have any strategies or methods to ensure students have equal opportunities to practice speaking fluently and accurately? If any, what is it (what they are)?  Answer: <i>"My strategy involves individual tasks and mostly group assignments. I tend to ensure that group members' abilities are balanced with each other, and I also choose the group members myself."</i></p> <p>c. How do you handle students who may be more reserved or need more confidence in speaking?  Answer: <i>"Teaching speaking is a challenge for me, such as dealing with students who need more confidence. To overcome this, I give more attention, show appreciation, and give positive affirmation. For example, if today someone is a moderator in class, I will choose someone who is quieter."</i></p> <p>d. Do you encourage your students to participate in spontaneous conversations to improve their ability to speak fluently and accurately? If so, how do you do it?  Answer: <i>"So far, for instance, when I explain a topic but there are still unanswered questions, I ask them to present it."</i></p>
	<i>Providing students with opportunities to speak through group or pair activities, while minimizing teacher intervention in the conversation</i>
	<p>a. How do you provide opportunities for students to talk through group or pair activities while minimizing your interference in the conversation?  Answer: <i>"I don't immediately correct my students when they make pronunciation or grammar mistakes while speaking. Instead, I note all their errors and then provide positive feedback to keep their spirits up."</i></p>

<p>b. How do you ensure students remain focused and engaged in the conversation as they work in groups or pairs? Answer: <i>“I ensure this by dividing them into small groups, usually consisting of only 3 to 4 people. I also provide clear goals and rules for each group.”</i></p> <p>c. Do you encourage students to give each other feedback or support as they talk in groups or pairs? If so, how did you do it? Answer: <i>“Yes, there is. I start by asking them if there's anything wrong with their peer's speech. Then, I ask them to give feedback and support to their peer.”</i></p>
<p><i>Planning speaking tasks that involve negotiating meaning</i></p>
<p>a. How do you plan speaking tasks that facilitate negotiating meaning among students? Answer: <i>“I assign group tasks or projects with general topics. This allows them to make it more specific by exchanging ideas and opinions.”</i></p> <p>b. How do you select appropriate topics or situations for speaking tasks involving meaning negotiation? Answer: <i>“I try to select topics that are recent and relevant to their lives. For example, I asked them to create a podcast on <b>“mental health issues faced by Gen Z in first wing their education”</b> I choose this topic so that they can articulate better and reduce nervousness.”</i></p> <p>c. Do you have any advice or tips for students who want to improve their ability to negotiate meaning during speaking tasks? If any, what is it (what are they)? Answer: <i>“Yes, there are suggestions. The first suggestion is to encourage them to pay more attention to their peers while speaking, while the second suggestion is to provide recommendations for books or online sources that they can access.”</i></p>
<p><i>Constructing classroom activities involving instruction and practice in both transactional and interpersonal speaking</i></p>
<p>a. How do you differentiate between transactional and interpersonal speaking instruction in planning classroom activities? Answer: <i>“I differentiate by designing appropriate learning objectives. For example, transactional learning focuses on formal topics, while interpersonal learning focuses on informal topics.”</i></p> <p>b. How do you create opportunities for students to practice transactional speaking, such as speaking in the context of business transactions or other formal situations? Answer: <i>“I will assign tasks oriented towards formal roles, such as news reporters, MCs, or talk show hosts, through role-play.”</i></p>

	<p>c. How do you create opportunities for students to practice interpersonal speaking, such as speaking in the context of friendships or other informal situations? Answer: <i>"I strive to find social and relevant topics for their lives for each assigned task."</i></p> <p>d. Is there any particular advice or strategy you would like to share with students to assist them in improving their transactional and interpersonal speaking? If any, what is it (what are they)? Answer: <i>" Yes, there is a suggestion: ask or encourage them to practice independently in front of a mirror.."</i></p>
2	<p>a. In teaching speaking, various types of activities include scripted acting, communication games, discussion, troubleshooting, simulation, and role play. Which of these activities do you use to teach speaking? (If you have others, you may mention) Answer: <i>"Yes, among the activities I use in speaking classes are role-play, stimulation, and discussion."</i></p> <p>b. What are your considerations in selecting that activity (those activities) in teaching speaking? please explain! Answer: <i>"I chose these activities because they align with the lesson plans and learning objectives that have been established. These activities are the most suitable way to implement the designated learning materials."</i></p> <p>c. Do you think that speaking activity (those speaking activities) is (are) effective in teaching? If so, why? How do you observe the impact? Answer: <i>"Yes, these activities are highly effective because students can experience learning directly and in real-time. I measure their effectiveness based on the outcomes achieved, goal attainment, speaking abilities, and enthusiasm."</i></p> <p>d. Have you faced any challenges in implementing these speaking activities? If any, what are they? How did you overcome that challenge (those challenges)? Answer: <i>"Some issues that arise include mismatches among group members, technical problems, and cheating in online-based tasks. I address them by consistently enforcing my principles and rules and increasing offline task assignments."</i></p>
3	<p>a. In teaching speaking, there are various types of materials, including audio, audio-visual, and printed materials. From these types of materials, which type of materials do you use in teaching speaking? (If you have others, you may mention) What are your considerations when choosing that material (those materials)? Please explain! How do you integrate it (them) into your class?</p>



Answer: *“I use audiovisual, and PowerPoint materials in my speaking classes. I chose these materials because they are easily accessible to students and more engaging. I integrate them by sending them through WhatsApp.”*

- b. Do you have some concrete examples of the material? If so, can I attach it?

Answer: *“Sure thing, I’ll send it over WhatsApp later.”*

## Appendix IV. Thesis Title Amendment Letter



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492  
Web: [www.ftk.iain-antasari.ac.id](http://www.ftk.iain-antasari.ac.id)

Nomor : B-200/Un.14/III.1.f/PP.00.9/05/2024  
Lamp : -  
Hal : **Perubahan Judul Skripsi**

Kepada Yth.  
Sdr (i) Muhammad Syahri  
NIM. 200101030299  
Mahasiswa Jurusan TBI  
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**IMPACT OF WATCHING ENGLISH VIDEO CONTENT TO BOOST STUDENTS'  
SPEAKING SKILL**

Berubah menjadi:

**EXPLORING SPEAKING PRINCIPLES, ACTIVITIES AND MATERIALS OF  
ENGLISH EDUCATION DEPARTMENT LECTURER UIN ANTASARI  
BANJARMASIN**

Menunjuk :

1. Hidayah Nor, S. Pd., M. Pd. sebagai Dosen Pembimbing Skripsi.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Banjarmasin, 02 Mei 2024  
Ketua Prodi  
Tadris Bahasa Inggris

Afifah Linda Sari

## Appendix V. Certificate of Seminar Proposal



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492  
Web: [www.ftk.iain-antasari.ac.id](http://www.ftk.iain-antasari.ac.id)

**SURAT PENGHARGAAN**

Nomor: B-212/Un.14/III.1.f/PP.00.9/05/2024

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin dengan ini menyampaikan penghargaan dan terima kasih kepada:

Nama : Hidayah Nor, S. Pd., M. Pd.  
NIP/NUP/NIDN : 198806242023212032  
Pekerjaan/Jabatan : Dosen  
Sebagai : Pembimbing Skripsi

telah berpartisipasi aktif dalam pelaksanaan Seminar Desain Operasional Skripsi yang berjudul:

**“IMPACT OF WATCHING ENGLISH VIDEO CONTENT TO BOOST STUDENT  
SPEAKING SKIL”**

Hari/Tanggal : Senin, 28 Agustus 2023  
Oleh/NIM : Muhammad Syahri/200101030299

Atas kerjasamanya diucapkan terima kasih.

Banjarmasin, 07 Mei 2024

Ketua,


  
Afifah Linda Sari

## Appendix VI. Research Completed Letter



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**PRODI TADRIS BAHASA INGGRIS**  
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**SURAT KETERANGAN SELESAI RISET**

Nomor: B-263/Un.14/III.1.f/PP.00.9/05/2024

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

N a m a : Muhammad Syahri  
 NIM : 200101030299  
 Fakultas : Tarbiyah dan Keguruan  
 Jurusan : Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (9 Mei 2024 - 17 Mei 2024) dengan judul:

**“EXPLORING SPEAKING PRINCIPLES, ACTIVITIES AND MATERIALS OF  
 ENGLISH EDUCATION DEPARTMENT LECTURER UIN ANTASARI  
 BANJARMASIN”**

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 20 Mei 2024  
 Ketua Prodi,



Afifah Linda Sari

## Appendix VII. Certificate of Comprehensive



 **FAKULTAS TARBIYAH & KEGURUAN  
UIN ANTASARI BANJARMASIN**

# SERTIFIKAT UJIAN KOMPRHENSIF

NO : B-594/Un.14/III.b/PP.00.9/03/2024

Wakil Dekan Bidang Akademik dan Kelembagaan  
Fakultas Tarbiyah & Keguruan UIN Antasari Banjarmasin  
Menerangkan Bahwa :

**Muhammad Syahri**  
NIM. 200101030299

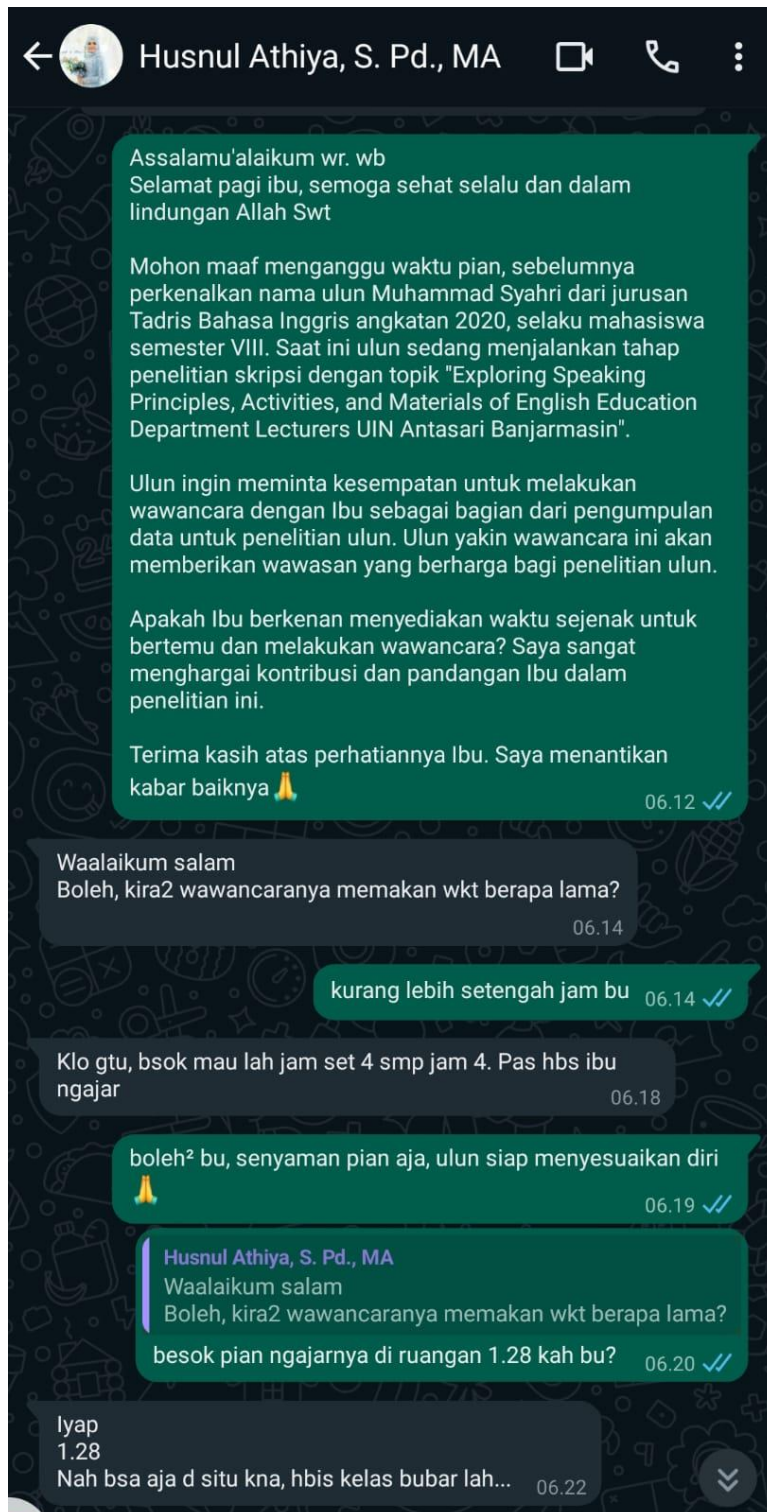
Program Studi Tadris Bahasa Inggris  
Yang bersangkutan benar telah mengikuti Ujian Komprehensif  
yang dilaksanakan pada 16 Februari - 1 Maret 2024.  
Berdasarkan hasil rekapitulasi Ujian Tertulis & Ujian Praktik Keagamaan,  
yang namanya tersebut di atas dinyatakan  
**LULUS** dengan Nilai Akhir 73,73  
Demikian sertifikat ini dibuat untuk dipergunakan sebagaimana  
mestinya.

Banjarmasin, 07 Maret 2024  
Wakil Dekan Bidang  
Akademik & Kelembagaan

  
Prof. Dr. Ahmad Muradi, M.Ag.  
NIP. 19780808 20050110 06












## Appendix VIII. Documentation



## Appendix IX. Thesis Consultation Notes

## Thesis Consultation Note

**Name** : Muhammad Syahri  
**SRN** : 200101030299  
**Title** : EXPLORING SPEAKING PRINCIPLES, ACTIVITIES AND MATERIALS OF ENGLISH  
 EDUCATION DEPARTMENT LECTURER UIN ANTASARI BANJARMASIN  
**Lecturer** : Hidayah Nor, S. Pd., M. Pd.

No	Day/Date	Notes	Signature
1	Friday, December, 15 2023	<ul style="list-style-type: none"> <li>Consulting about new thesis title of the thesis and outline that will be written</li> </ul>	
2	Tuesday, February 27, 2024	<ul style="list-style-type: none"> <li>Checking the content of chapter I and chapter III</li> <li>Consulting how to cite expert opinions</li> </ul>	
3	Thursday, May 2, 2024	<ul style="list-style-type: none"> <li>Checking the content revision of chapter 1 and chapter 3</li> <li>Checking the content of chapter II</li> </ul>	
4	Saturday, May 4, 2024	<ul style="list-style-type: none"> <li>Checking the sequence revision of the theoretical framework</li> <li>Consulting about the questions on the interview guideline</li> <li>Consulting about revision 1 of the interview guideline</li> </ul>	
4	Sunday, May 5, 2024	<ul style="list-style-type: none"> <li>Consulting about revision 2 of the interview guideline</li> </ul>	
5	Monday, May 6, 2024	<ul style="list-style-type: none"> <li>Asking for a research approval letter signature to create a research letter on Salam Antasari's web</li> </ul>	
6	Wednesday, May 15, 2024	<ul style="list-style-type: none"> <li>Consulting about how to write chapter 4 and chapter 5</li> </ul>	
7	Thursday, May 16, 2024	<ul style="list-style-type: none"> <li>Asking for approval letter signature to create a provisional score transcript on Salam Antasari's web</li> </ul>	
8	Monday, May 20, 2024	<ul style="list-style-type: none"> <li>Consulting about the content of chapter 4 and chapter 5</li> <li>Checking all the thesis content</li> </ul>	

## CURRICULUM VITAE

1. Full Name : Muhammad Syahri
2. SRN : 200101030299
3. Place and Date of Birth : Tabalong, March 16, 2001
4. Nationality : Indonesia
5. Address : Desa Jelapat I RT. 21 No. 55, Kec.  
Tamban, Kab. Barito Kuala
6. Phone Number : 0895326475219
7. Email : msyahrielhijr@gmail.com
8. Organization/Work experience :
  - a. Telecommunication stalls divison (2018-2019)
  - b. *Mudabbir* of new students at Darul Hijrah Islamic Boarding School (2019)
  - c. Library divison of OSDA (2019-2020)
9. Academic Achievement : -
10. Non-Academic Achievement :
  - a. ESC 1<sup>st</sup> Winner of E-sports Mobile Legend Team (2022)
11. List of Scientific Works : -

Banjarmasin, May 21, 2024

Muhammad Syahri