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UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

APPENDIX I

LESSON PLAN

(Control Class)

School	: MAN SIMALUNGUN
Class/Semester	: X MIA 1/I
Material	: Narrative Text
Meeting	: 1
Skill	: <i>Speaking</i>
Time Allocation	: 3x30 minutes

A. Core Competencies

1. Respect and practice the teachings of the religion you follow.
2. Appreciate and practice honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and positive, and efficient with the community demonstrate attitude as part of the solution to various problems when interacting.
3. Understanding, applying and analyzing facts, concepts and procedural knowledge based on a curiosity about science, technology, art, culture and humanities, to human nature, nationality, nation and civilization in relation to the causes of phenomena and events, specific areas of study according to talents and interests to solve problems of application of procedural knowledge and insight into.
4. The ability to independently process, reason, and present in the realm of concrete and abstract realms that are relevant to the development learned at school and use methods according to scientific principles.

B. Basic Competence and Indicator

Basic Competence	Indicator
<p>3.8 Distinguish the social function, textual structure and linguistic elements of several spoken and written narrative texts by giving or asking for information relevant to folklore in simple terms according to the context of its use do.</p>	<p>3.8.1 By giving or asking for information related to folklore legends, the social function and textual structure of the act of giving or asking for information related to oral and written narrative texts can be easily understood according to the context of their use to identify.</p> <p>3.8.2 Find the structure of texts that relate to oral and written narratives by giving and asking in relation to simple folk legends, depending on the context of their use.</p>
<p>4.8 Capturing contextual meaning related to social function, textual structure, and linguistic elements of simple oral and written narrative texts related to folklore legends.</p>	<p>4.8.1 Determines the structure of the text related to spoken and written narratives by simply giving or asking for information related to folklore legends, depending on the context in which they are used.</p>

C. Learning Objectives

1. Describe the linguistic elements of texts in simple spoken and written narratives about communication purposes, sentence structure, and past narratives, according to the context of their use.

2. Communicate past experiences orally, paying attention to the communicative purpose, text structure, and linguistic elements of the narrative text according to the context of its use.
3. Students know how to use the simple past tense and be able to use it.
4. Students are able to show honest, confident, disciplined, and responsible behavior in everyday life.

D. Learning Method

Presentation Practice Produce Method.

E. Learning Source

1. Media : Power Point
2. Tools : Phone, Script movie, whiteboard, & board marker.

F. Learning Steps

Steps	Procedure	Time Allocation
Introduction	<ol style="list-style-type: none"> a. Greetings when entering class. b. Pray together before starting the lesson. c. Check the attendance list of students. d. Give motivation before starting the learning process. 	15 minutes
The Main Activity	<p><i>Exploration</i></p> <ol style="list-style-type: none"> a. Asking students about the narrative text they know, then asking students to choose a topic to be given and then telling their experiences in the past according to the topic that will be given. b. Explain the lesson about narrative text. c. Discuss the material about narrative text. 	60 minutes

	<p>d. Explaining narrative text structures such as orientation, series of events, complications and reorientation.</p> <p>e. Give examples of narrative text to students.</p> <p>f. Provide an explanation of the "simple present tense" material to help provide opinions.</p> <p><i>Confirmation</i></p> <p>a. Facilitating students can understand the lesson.</p> <p>b. Facilitate students by reflecting on the process of learning.</p> <p>c. Give understanding to students who do not understand in giving opinions.</p>	
Closing	<p>a. The teacher gives a learning conclusion.</p> <p>b. Motivate students before closing the lesson.</p> <p>c. Pray before ending class.</p> <p>d. Greet students when they leave class.</p>	15 minutes

G. Assessment

1. Assessment Technique

Name	Grammar	Vocabulary	Pronouns	Fluency	Comprehension

$$\text{Score} = \frac{\text{Result of Student's Score}}{\text{Maximum Score}} \times 100$$

2. Score Component

Criteria	Rating Score	Comments
Grammar	5	The equivalent of an educated native speaker.
	4	Can use the language accurately at all levels usually a regular to professional requirement. Grammar errors are very rare.
	3	Good grammar control. Can already speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
	2	Can usually handle constructions fairly accurately but doesn't have complete control or confidence over grammar.
	1	Grammatical errors are common, but speakers can be understood by native speakers.
Vocabulary	5	Speech at all levels is fully accepted by native speakers educated in all features including breadth of vocabulary and idioms, colloquialisms, and relevant cultural references.
	4	Can understand and participate in conversation within the limits of his experience with adequate vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate.
	2	Have enough colloquial vocabulary to express themselves with only a few complex utterances.
	1	Spoken vocabulary is insufficient to express anything but the most basic of needs.

Comprehension	5	The equivalent of an educated native speaker.
	4	Can understand any conversation within the limits of his experience.
	3	Comprehension is quite complete with a normal speech rate.
	2	Can get the gist of most conversations on non-technical topics (those that don't require special knowledge).
	1	Can understand simple questions and statements if given with slow repetition, or paraphrasing.
Fluency	5	Has perfect fluency in the language so that his speech is truly like that of a native speaker.
	4	Being able to use the language fluently at all levels is usually related to professional needs.
	3	Be able to discuss relevant interests and competencies with reasonable ease. Rarely had to fumble for words.
	2	Can handle confidently but uncomfortably most social situations, including introductions and casual conversation about current events as well as work, family, and autobiographical information.
	1	No specific description. Refer to the other four language areas for implied fluency levels.
Pronunciation	5	The equivalent of an educated native speaker.
	4	Pronunciation errors are very rare.
	3	Errors seldom interfere with a native speaker's understanding.
	2	The accent is understandable even though it is often truncated.
	1	Errors in pronunciation are common but can be

		understood by native speakers.
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Kerajaan, 22 August 2022

English Teacher



Iniyasari Saragih S.Pd
NIP.197309032007102002

Agreed By:

Researcher



Nurul Azirah Damanik
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UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

LESSON PLAN
(Control Class)

School	: MAN SIMALUNGUN
Class/Semester	: X MIA 1/I
Material	: Narrative Text
Meeting	: 2
Skill	: <i>Speaking</i>
Time Allocation	: 3x30 minutes

A. Core Competencies

1. Respect and practice the teachings of the religion you follow.
2. Appreciate and practice honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and positive, and efficient with the community demonstrate attitude as part of the solution to various problems when interacting.
3. Understanding, applying and analyzing facts, concepts and procedural knowledge based on a curiosity about science, technology, art, culture and humanities, to human nature, nationality, nation and civilization in relation to the causes of phenomena and events, specific areas of study according to talents and interests to solve problems of application of procedural knowledge and insight into.
4. The ability to independently process, reason, and present in the realm of concrete and abstract realms that are relevant to the development learned at school and use methods according to scientific principles.

B. Basic Competence and Indicator

Basic Competence	Indicator
<p>3.8 Distinguish the social function, textual structure and linguistic elements of several spoken and written narrative texts by giving or asking for information relevant to folklore in simple terms according to the context of its use do.</p>	<p>3.8.1 By giving or asking for information related to folklore legends, the social function and textual structure of the act of giving or asking for information related to oral and written narrative texts can be easily understood according to the context of their use to identify.</p> <p>3.8.2 Find the structure of texts that relate to oral and written narratives by giving and asking in relation to simple folk legends, depending on the context of their use.</p>
<p>4.8 Capturing contextual meaning related to social function, textual structure, and linguistic elements of simple oral and written narrative texts related to folklore legends.</p>	<p>4.8.1 Determines the structure of the text related to spoken and written narratives by simply giving or asking for information related to folklore legends, depending on the context in which they are used.</p>

C. Learning Objectives

1. Describe the linguistic elements of texts in simple spoken and written narratives about communication purposes, sentence structure, and past narratives, according to the context of their use.

2. Communicate past experiences orally, paying attention to the communicative purpose, text structure, and linguistic elements of the narrative text according to the context of its use.
3. Students know how to use the simple past tense and be able to use it.
4. Students are able to show honest, confident, disciplined, and responsible behavior in everyday life.

D. Learning Method

Presentation Practice Produce Method

E. Learning Source

1. Media : The script of Documentary Movie
2. Tools : Phone, whiteboard, and board marker

F. Learning Steps

Steps	Procedure	Alokasi Waktu
Introduction	<ol style="list-style-type: none"> a. Greetings when entering class. b. Pray together before starting the lesson. c. Check the attendance list of students d. Give motivation before starting the learning process. 	15 minutes
The Main Activity	<p><i>Exploration</i></p> <ol style="list-style-type: none"> a. Repeat a little about narrative text and simple past tense like the material that was given last week. b. Provide material stimulus by script a documentary film entitled "Virus (2020)" <p><i>Confirmation</i></p> <ol style="list-style-type: none"> a. Facilitate students by reflecting on the learning 	60 minutes

	process b. Provide understanding for students who do not understand in providing information.	
Closing	a. The teacher gives a learning conclusion. b. Motivate students before closing the lesson. c. Pray before ending class. d. Greet students when they leave class.	15 minutes

G. Assessment

1. Assessment Technique

Name	Grammar	Vocabulary	Pronouns	Fluency	Comprehension

$$\text{Score} = \frac{\text{Result of Student's Score}}{\text{Maximum Score}} \times 100$$

2. Score Component

Criteria	Rating Score	Comments
Grammar	5	The equivalent of an educated native speaker.
	4	Can use the language accurately at all levels usually a regular to professional requirement. Grammar errors are very rare.
	3	Good grammar control. Can already speak the language with sufficient structural accuracy to participate effectively in most formal and informal

		conversations on practical, social and professional topics.
	2	Can usually handle constructions fairly accurately but doesn't have complete control or confidence over grammar.
	1	Grammatical errors are common, but speakers can be understood by native speakers.
Vocabulary	5	Speech at all levels is fully accepted by native speakers educated in all features including breadth of vocabulary and idioms, colloquialisms, and relevant cultural references.
	4	Can understand and participate in conversation within the limits of his experience with adequate vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate.
	2	Have enough colloquial vocabulary to express themselves with only a few complex utterances.
	1	Spoken vocabulary is insufficient to express anything but the most basic of needs.
Comprehension	5	The equivalent of an educated native speaker.
	4	Can understand any conversation within the limits of his experience.
	3	Comprehension is quite complete with a normal speech rate.
	2	Can get the gist of most conversations on non-technical topics (those that don't require special knowledge).
	1	Can understand simple questions and statements if given with slow repetition, or paraphrasing.
Fluency	5	Has perfect fluency in the language so that his speech

		is truly like that of a native speaker.
	4	Being able to use the language fluently at all levels is usually related to professional needs.
	3	Be able to discuss relevant interests and competencies with reasonable ease. Rarely had to fumble for words.
	2	Can handle confidently but uncomfortably most social situations, including introductions and casual conversation about current events as well as work, family, and autobiographical information.
	1	No specific description. Refer to the other four language areas for implied fluency levels.
Pronunciation	5	The equivalent of an educated native speaker.
	4	Pronunciation errors are very rare.
	3	Errors seldom interfere with a native speaker's understanding.
	2	The accent is understandable even though it is often truncated.
	1	Errors in pronunciation are common but can be understood by native speakers.

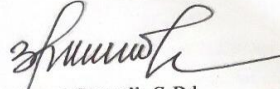
UNIVERSITAS ISLAM NEGERI
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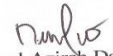
Kerajaan, 29 August 2022

Agreed By:

Researcher

English Teacher


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NIM.0304172134

LESSON PLAN (Control Class)

School : MAN SIMALUNGUN
 Class/Semester : X MIA 1/I
 Material : Narrative Text
 Meeting : 3
 Skill : *Speaking*
 Time Allocation : 3x30 minutes

A. Core Competencies

1. Respect and practice the teachings of the religion you follow.
2. Appreciate and practice honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and positive, and efficient with the community demonstrate attitude as part of the solution to various problems when interacting.
3. Understanding, applying and analyzing facts, concepts and procedural knowledge based on a curiosity about science, technology, art, culture and humanities, to human nature, nationality, nation and civilization in relation to the causes of phenomena and events, specific areas of study according to talents and interests to solve problems of application of procedural knowledge and insight into.
4. The ability to independently process, reason, and present in the realm of concrete and abstract realms that are relevant to the development learned at school and use methods according to scientific principles.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.8 Distinguish the social function, textual	3.8.1 By giving or asking for

<p>structure and linguistic elements of several spoken and written narrative texts by giving or asking for information relevant to folklore in simple terms according to the context of its use do.</p>	<p>information related to folklore legends, the social function and textual structure of the act of giving or asking for information related to oral and written narrative texts can be easily understood according to the context of their use to identify.</p>
<p>4.8 Capturing contextual meaning related to social function, textual structure, and linguistic elements of simple oral and written narrative texts related to folklore legends.</p>	<p>3.8.2 Find the structure of texts that relate to oral and written narratives by giving and asking in relation to simple folk legends, depending on the context of their use.</p> <p>4.8.1 Determines the structure of the text related to spoken and written narratives by simply giving or asking for information related to folklore legends, depending on the context in which they are used.</p>

C. Learning Objectives

1. Describe the linguistic elements of texts in simple spoken and written narratives about communication purposes, sentence structure, and past narratives, according to the context of their use.
2. Communicate past experiences orally, paying attention to the communicative purpose, text structure, and linguistic elements of the narrative text according to the context of its use.
3. Students know how to use the simple past tense and be able to use it.

4. Students are able to show honest, confident, disciplined, and responsible behavior in everyday life.

D. Learning Method

Presentation Practice Produce Method

E. Learning Source

1. Media : The script Documentary Movie
2. Tools : Phone, whiteboard, and board marker.

F. Learning Steps

Steps	Procedure	Time Allocation
Introduction	a. Greetings when entering class. b. Pray together before starting the lesson. c. Check the attendance list of students d. Give motivation before starting the learning process.	15 minutes
The Main Activity	<i>Elaboration</i> a. Give assignments to students choose a topic to tell about past experiences according to the given topic. <i>Confirmation</i> b. Facilitate students by reflecting on the learning process c. Provide understanding for students who do not understand in giving opinions.	60 minutes
Closing	a. The teacher gives a learning conclusion. b. Motivate students before closing the lesson. c. Pray before ending class. d. Greet students when they leave class.	15 minutes

G. Assessment

1. Assessment Technique

Name	Grammar	Vocabulary	Pronouns	Fluency	Comprehension

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2. Score Component


Criteria	Rating Score	Comments
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	4	Can use the language accurately at all levels usually a regular to professional requirement. Grammar errors are very rare.
	3	Good grammar control. Can already speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
	2	Can usually handle constructions fairly accurately but doesn't have complete control or confidence over grammar.
	1	Grammatical errors are common, but speakers can be understood by native speakers.
Vocabulary	5	Speech at all levels is fully accepted by native speakers educated in all features including breadth of

		vocabulary and idioms, colloquialisms, and relevant cultural references.
	4	Can understand and participate in conversation within the limits of his experience with adequate vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate.
	2	Have enough colloquial vocabulary to express themselves with only a few complex utterances.
	1	Spoken vocabulary is insufficient to express anything but the most basic of needs.
Comprehension	5	The equivalent of an educated native speaker.
	4	Can understand any conversation within the limits of his experience.
	3	Comprehension is quite complete with a normal speech rate.
	2	Can get the gist of most conversations on non-technical topics (those that don't require special knowledge).
	1	Can understand simple questions and statements if given with slow repetition, or paraphrasing.
Fluency	5	Has perfect fluency in the language so that his speech is truly like that of a native speaker.
	4	Being able to use the language fluently at all levels is usually related to professional needs.
	3	Be able to discuss relevant interests and competencies with reasonable ease. Rarely had to fumble for words.
	2	Can handle confidently but uncomfortably most social situations, including introductions and casual

		conversation about current events as well as work, family, and autobiographical information.
	1	No specific description. Refer to the other four language areas for implied fluency levels.
Pronunciation	5	The equivalent of an educated native speaker.
	4	Pronunciation errors are very rare.
	3	Errors seldom interfere with a native speaker's understanding.
	2	The accent is understandable even though it is often truncated.
	1	Errors in pronunciation are common but can be understood by native speakers.

Kerasaan, 5 September 2022


English Teacher



Iniyasari Saragih S.Pd
NIP.197309032007102002

Agreed By:

Researcher



Nurul Azirah Damanik
NIM.0304172134

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

LESSON PLAN
(Experimental Class)

School : MAN SIMALUNGUN
 Class/Semester : X MIA 2/I
 Material : Narrative Text
 Meeting : 1
 Skill : *Speaking*
 Time Allocation : 3x30 minutes

A. Core Competencies

1. Respect and practice the teachings of the religion you follow.
2. Appreciate and practice honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and positive, and efficient with the community demonstrate attitude as part of the solution to various problems when interacting.
3. Understanding, applying and analyzing facts, concepts and procedural knowledge based on a curiosity about science, technology, art, culture and humanities, to human nature, nationality, nation and civilization in relation to the causes of phenomena and events, specific areas of study according to talents and interests to solve problems of application of procedural knowledge and insight into.
4. The ability to independently process, reason, and present in the realm of concrete and abstract realms that are relevant to the development learned at school and use methods according to scientific principles.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.8 Distinguish the social function, textual	3.8.1 By giving or asking for

<p>structure and linguistic elements of several spoken and written narrative texts by giving or asking for information relevant to folklore in simple terms according to the context of its use do.</p>	<p>information related to folklore legends, the social function and textual structure of the act of giving or asking for information related to oral and written narrative texts can be easily understood according to the context of their use to identify.</p> <p>3.8.2 Find the structure of texts that relate to oral and written narratives by giving and asking in relation to simple folk legends, depending on the context of their use.</p>
<p>4.8 Capturing contextual meaning related to social function, textual structure, and linguistic elements of simple oral and written narrative texts related to folklore legends.</p>	<p>4.8.1 Determines the structure of the text related to spoken and written narratives by simply giving or asking for information related to folklore legends, depending on the context in which they are used.</p>

C. Learning Objectives

1. Describe the linguistic elements of texts in simple spoken and written narratives about communication purposes, sentence structure, and past narratives, according to the context of their use.
2. Communicate past experiences orally, paying attention to the communicative purpose, text structure, and linguistic elements of the narrative text according to the context of its use.
3. Students know how to use the simple past tense and be able to use it.

4. Students are able to show honest, confident, disciplined, and responsible behavior in everyday life.

D. Learning Method

Presentation Practice Produce Method

E. Learning Source

1. Media : Power Point
2. Tools : Phone, whiteboard, and board marker.

F. Learning Steps

Steps	Procedure	Time Allocation
Introduction	a. Greetings when entering class. b. Pray together before starting the lesson. c. Check the attendance list of students. d. Give motivation before starting the learning process.	15 minutes
The Main Activity	<i>Exploration</i> a. Asking students about the narrative text they know, then asking students to choose a topic to be given and then telling their experiences in the past according to the topic that will be given. b. Explain the material about narrative text. c. Discuss the material about narrative text. d. Explaining narrative text structures such as orientation, series of events, complications and reorientation. e. Give examples of narrative text to students.	60 minutes

	<p>f. Provide an explanation of the "simple present tense" material to help provide opinions.</p> <p><i>Confirmation</i></p> <p>a. Facilitating students to be able to understand the material.</p> <p>b. Facilitate students by reflecting on the learning process.</p> <p>c. Provide understanding for students who do not understand in giving opinions.</p>	
Closing	<p>a. The teacher gives a learning conclusion.</p> <p>b. Motivate students before closing the lesson.</p> <p>c. Pray before ending class.</p> <p>d. Greet students when they leave class.</p>	15 minutes

G. Assessment

1. Assessment Technique

Name	Grammar	Vocabulary	Pronouns	Fluency	Comprehension

$$\text{Score} = \frac{\text{Result of Student's Score}}{\text{Maximum Score}} \times 100$$

2. Score Component

Criteria	Rating Score	Comments
Grammar	5	The equivalent of an educated native speaker.

	4	Can use the language accurately at all levels usually a regular to professional requirement. Grammar errors are very rare.
	3	Good grammar control. Can already speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
	2	Can usually handle constructions fairly accurately but doesn't have complete control or confidence over grammar.
	1	Grammatical errors are common, but speakers can be understood by native speakers.
Vocabulary	5	Speech at all levels is fully accepted by native speakers educated in all features including breadth of vocabulary and idioms, colloquialisms, and relevant cultural references.
	4	Can understand and participate in conversation within the limits of his experience with adequate vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate.
	2	Have enough colloquial vocabulary to express themselves with only a few complex utterances.
	1	Spoken vocabulary is insufficient to express anything but the most basic of needs.
Comprehension	5	The equivalent of an educated native speaker.
	4	Can understand any conversation within the limits of his experience.

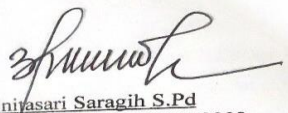
	3	Comprehension is quite complete with a normal speech rate.
	2	Can get the gist of most conversations on non-technical topics (those that don't require special knowledge).
	1	Can understand simple questions and statements if given with slow repetition, or paraphrasing.
Fluency	5	Has perfect fluency in the language so that his speech is truly like that of a native speaker.
	4	Being able to use the language fluently at all levels is usually related to professional needs.
	3	Be able to discuss relevant interests and competencies with reasonable ease. Rarely had to fumble for words.
	2	Can handle confidently but uncomfortably most social situations, including introductions and casual conversation about current events as well as work, family, and autobiographical information.
	1	No specific description. Refer to the other four language areas for implied fluency levels.
Pronunciation	5	The equivalent of an educated native speaker.
	4	Pronunciation errors are very rare.
	3	Errors seldom interfere with a native speaker's understanding.
	2	The accent is understandable even though it is often truncated.
	1	Errors in pronunciation are common but can be understood by native speakers.

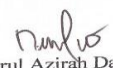
Kerajaan, 25 August 2022

English Teacher

Agreed By:

Researcher


Iniyasari Saragih S.Pd
NIP.197309032007102002


Nurul Azirah Damanik
NIM.0304172134



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

LESSON PLAN
(Experimental Class)

School : MAN SIMALUNGUN
 Class/Semester : X MIA 2/I
 Material : Narrative Text
 Meeting : 2
 Skill : *Speaking*
 Time Allocation : 3x30 minutes

A. Core Competencies

1. Respect and practice the teachings of the religion you follow.
2. Appreciate and practice honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and positive, and efficient with the community demonstrate attitude as part of the solution to various problems when interacting.
3. Understanding, applying and analyzing facts, concepts and procedural knowledge based on a curiosity about science, technology, art, culture and humanities, to human nature, nationality, nation and civilization in relation to the causes of phenomena and events, specific areas of study according to talents and interests to solve problems of application of procedural knowledge and insight into.
4. The ability to independently process, reason, and present in the realm of concrete and abstract realms that are relevant to the development learned at school and use methods according to scientific principles.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.8 Distinguish the social function, textual	3.8.1 By giving or asking for

<p>structure and linguistic elements of several spoken and written narrative texts by giving or asking for information relevant to folklore in simple terms according to the context of its use do.</p>	<p>information related to folklore legends, the social function and textual structure of the act of giving or asking for information related to oral and written narrative texts can be easily understood according to the context of their use to identify.</p>
<p>4.8 Capturing contextual meaning related to social function, textual structure, and linguistic elements of simple oral and written narrative texts related to folklore legends.</p>	<p>3.8.2 Find the structure of texts that relate to oral and written narratives by giving and asking in relation to simple folk legends, depending on the context of their use.</p> <p>4.8.1 Determines the structure of the text related to spoken and written narratives by simply giving or asking for information related to folklore legends, depending on the context in which they are used.</p>

C. Learning Objectives

1. Describe the linguistic elements of texts in simple spoken and written narratives about communication purposes, sentence structure, and past narratives, according to the context of their use.
2. Communicate past experiences orally, paying attention to the communicative purpose, text structure, and linguistic elements of the narrative text according to the context of its use.

3. Students know how to use the simple past tense and be able to use it.
4. Students are able to show honest, confident, disciplined, and responsible behavior in everyday life.

D. Learning Method

Presentation Practice Produce Method

E. Learning Source

1. Media : Documentary Movie on Youtube
2. Tools : Phone, whiteboard, and board marker.

F. Learning Steps

Steps	Procedure	Alokasi Waktu
Introduction	<ol style="list-style-type: none"> a. Greetings when entering class. b. Pray together before starting the lesson. c. Check the attendance list of students. d. Give motivation before starting the learning process. 	15 minutes
The Main Activity	<p><i>Exploration</i></p> <ol style="list-style-type: none"> a. Repeat a little about narrative text and simple past tense like the material that was given last week. b. Provide material stimulus by watching a documentary film entitled "Virus (2020)" <p><i>Confirmation</i></p> <ol style="list-style-type: none"> a. Facilitate students by reflecting on the learning process b. Provide understanding for students who do not understand in providing information. 	60 minutes
Closing	<ol style="list-style-type: none"> a. The teacher gives a learning conclusion. 	15

	b. Move students before closing the lesson. c. Pray before ending class. d. Greet students when they leave class.	Minutes
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G. Assessment

1. Assessment Technique

Name	Grammar	Vocabulary	Pronunciation	Fluency	Comprehension

$$\text{Score} = \frac{\text{Result of Student's Score}}{\text{Maximum Score}} \times 100$$

2. Score Component

Criteria	Rating Score	Comments
Grammar	5	The equivalent of an educated native speaker.
	4	Can use the language accurately at all levels usually a regular to professional requirement. Grammar errors are very rare.
	3	Good grammar control. Can already speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
	2	Can usually handle constructions fairly accurately but doesn't have complete control or confidence over grammar.
	1	Grammatical errors are common, but

		speakers can be understood by native speakers.
Vocabulary	5	Speech at all levels is fully accepted by native speakers educated in all features including breadth of vocabulary and idioms, colloquialisms, and relevant cultural references.
	4	Can understand and participate in conversation within the limits of his experience with adequate vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate.
	2	Have enough colloquial vocabulary to express themselves with only a few complex utterances.
	1	Spoken vocabulary is insufficient to express anything but the most basic of needs.
Comprehension	5	The equivalent of an educated native speaker.
	4	Can understand any conversation within the limits of his experience.
	3	Comprehension is quite complete with a normal speech rate.
	2	Can get the gist of most conversations on non-technical topics (those that don't require special knowledge).
	1	Can understand simple questions and statements if given with slow repetition, or paraphrasing.
Fluency	5	Has perfect fluency in the language so that

		his speech is truly like that of a native speaker.
	4	Being able to use the language fluently at all levels is usually related to professional needs.
	3	Be able to discuss relevant interests and competencies with reasonable ease. Rarely had to fumble for words.
	2	Can handle confidently but uncomfortably most social situations, including introductions and casual conversation about current events as well as work, family, and autobiographical information.
	1	No specific description. Refer to the other four language areas for implied fluency levels.
Pronunciation	5	The equivalent of an educated native speaker.
	4	Pronunciation errors are very rare.
	3	Errors seldom interfere with a native speaker's understanding.
	2	The accent is understandable even though it is often truncated.
	1	Errors in pronunciation are common but can be understood by native speakers.

Kerajaan, 1 September 2022

English Teacher


Iniyasari Saragih S.Pd
NIP.197309032007102002

Agreed By:

Researcher


Nurul Azirah Damanik
NIM.0304172134

LESSON PLAN
(Experimental Class)

School : MAN SIMALUNGUN
 Class/Semester : X MIA 2/I
 Material : Narrative Text
 Meeting : 3
 Skill : *Speaking*
 Time Allocation : 3x30 minutes

A. Core Competencies

1. Respect and practice the teachings of the religion you follow.
2. Appreciate and practice honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and positive, and efficient with the community demonstrate attitude as part of the solution to various problems when interacting.
3. Understanding, applying and analyzing facts, concepts and procedural knowledge based on a curiosity about science, technology, art, culture and humanities, to human nature, nationality, nation and civilization in relation to the causes of phenomena and events, specific areas of study according to talents and interests to solve problems of application of procedural knowledge and insight into.
4. The ability to independently process, reason, and present in the realm of concrete and abstract realms that are relevant to the development learned at school and use methods according to scientific principles.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.8 Distinguish the social function, textual	3.8.1 By giving or asking for

<p>structure and linguistic elements of several spoken and written narrative texts by giving or asking for information relevant to folklore in simple terms according to the context of its use do.</p>	<p>information related to folklore legends, the social function and textual structure of the act of giving or asking for information related to oral and written narrative texts can be easily understood according to the context of their use to identify.</p>
<p>4.8 Capturing contextual meaning related to social function, textual structure, and linguistic elements of simple oral and written narrative texts related to folklore legends.</p>	<p>3.8.2 Find the structure of texts that relate to oral and written narratives by giving and asking in relation to simple folk legends, depending on the context of their use.</p> <p>4.8.1 Determines the structure of the text related to spoken and written narratives by simply giving or asking for information related to folklore legends, depending on the context in which they are used.</p>

C. Learning Objectives

1. Describe the linguistic elements of texts in simple spoken and written narratives about communication purposes, sentence structure, and past narratives, according to the context of their use.
2. Communicate past experiences orally, paying attention to the communicative purpose, text structure, and linguistic elements of the narrative text according to the context of its use.
3. Students know how to use the simple past tense and be able to use it.

4. Students are able to show honest, confident, disciplined, and responsible behavior in everyday life.

D. Learning Method

Presentation Practice Produce Method

E. Learning Source

1. Media : Documentary Movie on Youtube
2. Tools : Phone, whiteboard, and board marker.

F. Learning Steps

Steps	Procedure	Time Allocation
Introduction	a. Greetings when entering class. b. Pray together before starting the lesson c. Check the attendance list of students. d. Give motivation before starting the learning process.	15 minutes
The Main Activity	<i>Elaboration</i> a. Give assignments to students choose a topic to tell about past experiences according to the given topic. <i>Confirmation</i> b. Facilitate students by reflecting on the learning process c. Provide understanding for students who do not understand in giving opinions.	60 minutes
Closing	a. The teacher gives a learning conclusion. b. Motivate students before closing the lesson. c. Pray before ending class. e. Greet students when they leave class.	15 minutes

G. Assessment

1. Assessment Technique

Name	Grammar	Vocabulary	Pronouns	Fluency	Comprehension

$$\text{Score} = \frac{\text{Result of Student's Score}}{\text{Maximum Score}} \times 100$$

2. Score Component

Criteria	Rating Score	Comments
Grammar	5	The equivalent of an educated native speaker.
	4	Can use the language accurately at all levels usually a regular to professional requirement. Grammar errors are very rare.
	3	Good grammar control. Can already speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
	2	Can usually handle constructions fairly accurately but doesn't have complete control or confidence over grammar.
	1	Grammatical errors are common, but speakers can be understood by native speakers.
Vocabulary	5	Speech at all levels is fully accepted by native speakers educated in all features including breadth of


		vocabulary and idioms, colloquialisms, and relevant cultural references.
	4	Can understand and participate in conversation within the limits of his experience with adequate vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate.
	2	Have enough colloquial vocabulary to express themselves with only a few complex utterances.
	1	Spoken vocabulary is insufficient to express anything but the most basic of needs.
Comprehension	5	The equivalent of an educated native speaker.
	4	Can understand any conversation within the limits of his experience.
	3	Comprehension is quite complete with a normal speech rate.
	2	Can get the gist of most conversations on non-technical topics (those that don't require special knowledge).
	1	Can understand simple questions and statements if given with slow repetition, or paraphrasing.
Fluency	5	Has perfect fluency in the language so that his speech is truly like that of a native speaker.
	4	Being able to use the language fluently at all levels is usually related to professional needs.
	3	Be able to discuss relevant interests and competencies with reasonable ease. Rarely had to fumble for words.
	2	Can handle confidently but uncomfortably most social situations, including introductions and casual


		conversation about current events as well as work, family, and autobiographical information.
	1	No specific description. Refer to the other four language areas for implied fluency levels.
Pronunciation	5	The equivalent of an educated native speaker.
	4	Pronunciation errors are very rare.
	3	Errors seldom interfere with a native speaker's understanding.
	2	The accent is understandable even though it is often truncated.
	1	Errors in pronunciation are common but can be understood by native speakers.

Kerasaan, 8 September 2022

English Teacher

Agreed By:
Researcher


Iniyasari Saragih S.Pd
 NIP.197309032007102002


Nurul Azirah Damanik
 NIM.0304172134

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

APPENDIX II

The Instrument Pre-Test and Post-test for Control Class and Experimental Class

Name	
Class	

Instruction:

Please choose one topic and then tell your experiences according to the chosen topic with 1 minute, namely:

- a. Learning experience during a pandemic.
- b. The impact of the pandemic that has occurred in your family.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

APPENDIX III

The Script of Documentary Movie

VIRUS (2020)

(In December 2019, China reported the first case of novel Coronavirus (COVID-19). As of 9 May 2020, 274.898 people have died worldwide. Public figures have called it the 'worst crisis since World War II'. This is unprecedented. This is a global health crisis.

On the 24th of January 2020, following a devastating bushfire season Australia reported the first four confirmed cases of covid-19 domestic way.

The following footage was recorded around Sydney in late March 2020.

Darling Harbour

Today, Australia is at a standstill. Normally, Sydney is bustling with workers families and tourists. Now, there are public health orders in place which restrict people from leaving their homes unless for essential purposes. Most workplaces have reduced staffing levels, restaurant are bare iconic attractions are eerily quiet. There is a strain on national supply chains, particularly impacting products such as face masks and hand sanitizers. Supermarket have introduced purchasing limits to alleviate some of this pressure.

Barangaroo

This virus has fuelled a significant global economic downturn and fundamentally changed the way we live.

George Street

Two-thirds of businesses across all sectors reported taking a hit to revenue or cash flow due to covid-19 as well as decreased demand. As of the 30th of March the federal government has committed to 320 billion dollars of economic support packages. This equates to 16.4% of Australia's GDP.

Circular Quay

Tourists would normally flock to the iconic Sydney Harbour. Tourism in 2018-2019 generated 3.1% of Australia's GDP or a sum of 16.8 billion dollars, with bans on international arrivals in Australia the industry has taken a significant hit.

The Rocks

Many hospitality and retail workers have lost their jobs or had a drastic reduction in hours. The hospitality sector accounts for 8% of the Australian workforce and as it stand 43% of businesses in hospitality have stood down staff on unpaid leave.

Bondi Beach

On average fifty thousand people visit Bondi Beach per day. This number peaks to 100.000 in the warmer months. At the time of recording these images the beach was empty and the surrounding area unusually peaceful.

As of 9 May 2020. There were 6.928 confirmed cases of COVID-19 in Australia. 97 have passed away from the virus. However, there is hope. The Federal Government's measures show sign of promise, with the infection rate in Australia slowing.

As of 9 May 2020. 6.097 people have recovered in Australia. Even in social isolation, families are finding ways to connect. Businesses are adapting.

Businesses and educational institutions have shifted to online meetings and lesson delivery. 40% of businesses have changed the way, they deliver goods and services, for example many retail stores are offering online ordering only. With more time to themselves individuals have a chance to get outside and be active focusing on their physical and mental health. Families and friends are spending more time with one another, spending time outdoors together. Reconnecting via online video chat. Learning new skills together.

However, there is still a long way to go to beat this virus. Practise physical distancing and hand hygiene. These simple measures can, are saving lives. We must all do our part to minimise the impacts of this virus.

This is a challenging time, if you need help reach out, we can help one another. Even though we are a part, we are all in this together.

APPENDIX IV

The Real Name of Students

1. Control Class

No.	Name
1	Agung Kurnia Darma
2	Alfin Fadillah
3	Amanda Dhiyaa Sastra
4	Annisa Rahma
5	Azniafi Zamaliah
6	Cinta Ayudiya
7	Daviandra Setiawan
8	Dearma Damanik
9	Dewi Sekar Andini
10	Elsymha Balyani Marwi
11	Filza Asya Ramadhani
12	Firyalin Nabilla
13	Gilang Revand Damanik
14	Haikal Ramadhan Saragih
15	Huda Annasyirah
16	Kania Febri Yanti Harahap
17	Khairul Huda Sinaga
18	Khaliza Azalia
19	Latifatul Sari
20	Lupita Aliska
21	Meisha Adista
22	Muhammad Habibillah A.
23	Nabila Isnaini Putri T.
24	Nur Fadilla Yumna
25	Paras Rahmania

26	Revira Nandia
27	Reza Hanafi
28	Zahra Haryani

2. Experimental Class

No.	Name
1	Adinda Khairani Sihotang
2	Ahmad Al-Habsi
3	Cahaya
4	Chairia Ayushita
5	Dhea Anggraini
6	Dian Fadhilah Ramadhani
7	Diva Giana
8	Elsa Aulia
9	Fadel Syahran Damanik
10	Inayah An nafisah
11	Intan Khumairoh
12	Karina Desrianty
13	Khairani Nahyar
14	Laina Tussifa Hamid
15	Litazkiati Qolbi Nasution
16	M. Haris Sulaiman saragih
17	Naufal Andrian Ardanta
18	Nur Asiyah Putri
19	Pandu Candra Winata
20	Rafa Erlangga Nasution
21	Raddy Shabitta
22	Rahma Tunniza Sitorus
23	Ririn Dwi selviana
24	Ryan Hamonangan Saragih

25	Shofiyah Zahra Hazimah
26	Varisa Eka Salwa
27	Zahra Dwi Rianti Saragih
28	Zaskya Dwi Rianti Saragih



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

APPENDIX V

Table of Score Experimental Class

1. The Table of Score in Experimental Class by The Researcher

No.	Initial Name	Score	
		Pre-test	Post-test
1.	ADS	56	68
2.	AL	60	76
3.	C	68	68
4.	CA	60	68
5.	DA	56	76
6.	DFR	48	80
7.	DG	64	76
8.	EA	60	84
9.	FSD	48	80
10.	IA	52	76
11.	IK	68	68
12.	KD	64	68
13.	KN	64	84
14.	LH	68	88
15.	LQN	44	76
16.	MHSS	64	76
17.	NAA	72	88
18.	NAP	60	68
19.	PCW	64	72
20.	REN	64	76
21.	RS	60	72
22.	RSt	68	88
23.	RDS	60	68
24.	RHS	60	88
25.	SZH	64	76
26.	VES	72	76
27.	ZPA	80	88
28.	ZDRS	72	80

2. The Table of Score in Experimental Class by The Teacher

No.	Initial Name	Score	
		Pre-test	Post-test
1.	ADS	48	60
2.	AL	68	68
3.	C	60	68
4.	CA	68	68

5.	DA	48	76
6.	DFR	64	80
7.	DG	64	76
8.	EA	60	84
9.	FSD	72	80
10.	IA	60	68
11.	IK	68	68
12.	KD	64	68
13.	KN	64	84
14.	LH	68	88
15.	LQN	52	76
16.	MHSS	72	76
17.	NAA	72	88
18.	NAP	60	68
19.	PCW	48	72
20.	REN	64	76
21.	RS	60	72
22.	RSt	68	88
23.	RDS	52	68
24.	RHS	60	72
25.	SZH	48	76
26.	VES	48	76
27.	ZPA	72	80
28.	ZDRS	72	88

3. The Table of Total Score in Experimental Class

No.	Initial Name	Score	
		Pre-test	Post-test
1.	ADS	52	64
2.	AL	64	72
3.	C	64	68
4.	CA	64	68
5.	DA	52	76
6.	DFR	56	80
7.	DG	64	76
8.	EA	60	84
9.	FSD	60	80
10.	IA	56	72
11.	IK	68	68
12.	KD	64	68
13.	KN	64	84
14.	LH	68	88
15.	LQN	48	76

16.	MHSS	68	76
17.	NAA	72	88
18.	NAP	60	68
19.	PCW	56	72
20.	REN	64	76
21.	RS	60	72
22.	RSt	68	88
23.	RDS	56	68
24.	RHS	60	80
25.	SZH	56	76
26.	VES	60	76
27.	ZPA	76	84
28.	ZDRS	72	84

Table of Score Control Class

1. The Table of Score in Control Class by The Researcher

No.	Initial Name	Score	
		Pre-test	Post-test
1.	AKD	60	76
2.	AF	52	60
3.	ADS	52	60
4.	AR	60	80
5.	AZ	60	68
6.	CA	48	52
7.	DS	64	68
8.	DD	40	60
9.	DSA	56	64
10.	EBM	68	72
11.	FAR	60	68
12.	FN	56	68
13.	GRD	68	76
14.	HRS	64	80
15.	HA	44	60
16.	KFYH	56	56
17.	KHS	60	64
18.	KA	56	68
19.	LS	64	76
20.	LA	64	64
21.	MA	56	60
22.	MHA	44	56
23.	NIT	56	60
24.	NFY	64	76
25.	PR	64	72

26.	RN	48	68
27.	RH	56	68
28.	ZH	64	68

2. The Table of Score in Control Class by The Teacher

No.	Initial Name	Score	
		Pre-test	Post-test
1.	AKD	52	76
2.	AF	52	60
3.	ADS	52	60
4.	AR	60	72
5.	AZ	52	52
6.	CA	56	60
7.	DS	64	68
8.	DD	56	68
9.	DSA	56	64
10.	EBM	52	80
11.	FAR	60	60
12.	FN	56	68
13.	GRD	68	68
14.	HRS	64	72
15.	HA	52	68
16.	KFYH	56	56
17.	KHS	60	72
18.	KA	56	60
19.	LS	56	76
20.	LA	64	72
21.	MA	56	60
22.	MHA	44	48
23.	NIT	56	60
24.	NFY	64	76
25.	PR	72	72
26.	RN	56	76
27.	RH	56	68
28.	ZH	64	68

3. The Table of Total Score in Control Class

No.	Initial Name	Score	
		Pre-test	Post-test
1.	AKD	56	76
2.	AF	52	60
3.	ADS	52	60
4.	AR	60	76

5.	AZ	56	60
6.	CA	52	56
7.	DS	64	68
8.	DD	48	64
9.	DSA	56	64
10.	EBM	60	76
11.	FAR	60	64
12.	FN	56	68
13.	GRD	68	72
14.	HRS	64	76
15.	HA	48	64
16.	KFYH	56	56
17.	KHS	60	68
18.	KA	56	64
19.	LS	60	76
20.	LA	64	68
21.	MA	56	60
22.	MHA	44	52
23.	NIT	56	60
24.	NFY	64	76
25.	PR	68	72
26.	RN	52	72
27.	RH	56	68
28.	ZH	64	68

APPENDIX VI

Documentation

1. Control Class (X MIA 1)



Picture 1. The researcher record student speaking for pre-test and post-test



Picture 2. The researcher explained about narrative text and simple past tense



Picture 3. The researcher Sharing scripts from documentary movie

2. Experimental Class (X MIA 2)



Picture 1. The researcher record student speaking for pre-test and post-test



Picture 2. The researcher explain about narrative text and simple past tense



Picture 3. Students wacthing a documentary movie from their phone

APPENDIX VII

Transcript Speaking Experimental Class (Pre-Test)

X MIA 2

1. Adinda Khairani Sihombing (a)

My name is Adinda Khairani Sihombing from tenth class science two. I will share my learning experience during the pandemic. During pandemic I study from home, from whatsapp. And I cannot meet with my friend. I'm boring study from home. I missed many moments, especially at that time I was about to graduate from high school. I cannot go to holiday with my family. But now I am happy because I have a new friend in senior high school.

2. Ahmad Al-Habsi (b)

My name is Ahmad Al-Habsi from Ten MIA one. I will share my family condition when pandemic. I have one brother. My father is a police and my mother is a teacher. Everyday my mom always give our vitamin and fruit, and always washed hand. My father still works as usual. My mother teaches from home. I and my brother in home every day. We can't go to school and we can't play with our friends, and we are sad. Just watched television every day. Study from home. That's the story from my family during pandemic.

3. Cahaya (b)

My name is Cahaya from Ten MIA two. I will tell my family story in pandemic. My father is a farmer. I, my mother and sister always help my father in the rice field. My family also experiencing financial difficult during the pandemic. And many bird that make our rice not as good as usual. My father make a statue in the middle of the rice field so that the birds will not eat our rice. Me, my sister, and my sister study from home

because our school close all students. But my family is closer and spending more time together.

4. Chairia Ayushita (a)

My name is Chairia Ayushita from ten MIA two. When pandemic all school is close. We are study from home. Sometimes I study from zoom or whatsapp. Sometimes go to school just Monday and Thursday. Because take turns with other class. And come home from school early. I never study from zoom before, so I don't know to use it for the first. Study from home is not happy. My paket always finissh. Before the government give me paket I always finish. But now I'm grateful to go to school as usual and meet friends at school.

5. Dhea Anggraini (b)

Hello, my name is Dhea Anggraini from ten MIA two. When pandemic my grandfather died of covid-19. It made my whole family sad. After that, all my family really take care of our health, use masks when outside the house, wash hands, drink vitamins and fruit, buy lots of hand sanitizer, and stay at home. Just whaching television and play phone. Get out of the house as necessary. I am also very afraid that my father and mother will also get covid-19. Because I am an only child. I always prayer to Allah always takes care of us. It was a very scary experience for me.

6. Dian Fadhillah Ramadhani (b)

My name is Dian Fadhillah Ramadhani from ten MIA two. My father is driver. And my mother is vegetable trader. And I have 2 siblings. I have sister. She is a student in USU. She study from home because pandemic. I and my brother also study from home. Because pandemic my father's angkot is quiet also my mom. I'm sad to see parents. Because they have to pay my sister UKT. While at home we all help Mother. Wake up in the morning, clean the house, help sell, I always change with my sister. If my sister go to college, I help my mother. If I go to school, my sister help mom. That's the story of my family during Pandemic.

7. Diva Giana (a)

My name is Diva Giana from ten MIA two. I studied from home when I was in junior high school. It was fun at first but too long at home was also boring. I have a hard time learning. Because it is easier for me to understand if I meet directly with the teacher. My mother is looking for a tutor to teach me at home. Her name is Miss Rika. She teach me all subjects. If there is homework, Mrs. Rika will help me. But I'm sad because I can't meet my friends at school. But now I have new friends in here.

8. Elsa Aulia (b)

My name is Elsa Aulia from ten MIA two. Pandemic give an impact to my family. My father and mother has a meatball shop. Due to the pandemic, my parent meatball stall very empty of buyers. My parents also to lay off several employees because the income not enough to pay employee. While at home I also help my parents in the shop. I'm happy to be able to help my parents. But after the pandemic, my parents' shop was busy again. I'm very happy.

9. Fadel Syahrhan Damanik (a)

My name is Fadel Syahrhan Damanik from ten MIA two. I study from home for almost 2 years and it was so boring. I prefer to study at school. Because my mother will give me money. And I can play with my friends at school. Every morning my teacher will start the lesson via zoom, then assignments will sent via whatsapp, or students have to take them to school. I find studying from home for a long time very boring.

10. Inayah An-nafisah (b)

My name is Inayah An-nafisah from ten MIA two. My father is a religion teacher in senior high school. And my mother is a Bahasa teacher in junior high school. I have brother. Many changes occur during the pandemic. Like my brother stop working. My brother works in a private company in Pekanbaru. Because the company laid off many employees. My mom and dad also have to teach via zoom. I study from home.

11. Intan Khumairah (b)

My name is Intan Khumairah class ten MIA two. I will tell you about the condition of my family during the pandemic, my mother is a housewife and my father is a vegetable farmer. I have an older sister who is in college and one younger brother who is in seventh grade in junior high school. My family financial situation during the pandemic was very bad, because of my father income was not as much as before the pandemic which made my sister have to study while working, because my father could not send money from the village. My brother and I sometimes don't go shopping at school because dad doesn't have money for us. Since the pandemic my family situation is very sad.

12. Karina Desrianty (a)

My name is Karina Desrianty from ten MIA two. My learning experience during the pandemic was very sad. My school requires all students to study from home. Learn through whatsapp or other applications. But in my village the internet network is still difficult. I have missed many lessons. If I have trouble understanding a lesson I will ask my father or mother. They will help me. At that time I hoped that Covid-19 would quickly disappear so that I could go to school as usual.

13. Khairani Nahyar (b)

My name is Khairani Nahyar from MIA ten two. Many happen in my family during the pandemic. My father is a merchant. My father sells cooking utensils at a traditional supermarket. But during the pandemic supermarkets are quiet. As a result, the father's income decreases. We have to be frugal. Then my grandmother sick. I replaced my mother to help my father sell. I help my father while studying. Even though I study in a crowded place I can still focus. That's the impact of the pandemic on my family.

14. Lainatussifa Hamid (b)

My name is Lainatussifa Hamid from ten MIA two. During the pandemic my father experience a decline in income to a decline in fish sales. My father is a fish farmer. Every day my father always feeds the fish and takes care of the fish with the help of my brother. Mother is a kindergarten teacher but during the pandemic the school is close. So my mother teach the qur'an and rprivate lessons at home. I also help mom. My older brother work in a cafe as a waitress to help my father pay for his college tuition. That's the impact of pandemic on my family.

15. Litazkiati Qolbi Nasution (a)

My name is Litazkiati Qolbi Nasution from ten MIA two. The pandemic has forced me to study from home. Because all schools are closed. The teaching-learning process was shifted to online classes. My first experience learning like that. It's fun, but because of the limited internet network in my village, sometimes it really bothers me while studying. But a lot of things I've learned I've come to understand using zoom and other apps that my teacher uses.

16. M. Haris Sulaiman Saragih (b)

My name is M. Haris Sulaiman Saragih from ten MIA two. My mother is a nurse. Many people have contracted the Covid-19 virus. Mother works more than stays at home. Mother told us to always drink vitamins and the meaning of fruit. I am sad to see my mother tire when she come home from work. I often massage my mother. I also sad to see my father had to be laid off from work due to the pandemic. Dad keep looking for a job. Now my father has a new job.

17. Naufal Andrian Ardanta (a)

My name is Naufal Andrian Ardanta from ten MIA two. During the pandemic I learned through online classes. Because school is shifted to learning from home. I think learning from home is fun because I learn new things about using technology. I like new things. My teacher will start the

teaching and learning process via zoom then collect assignments on whatsapp.

18. Nur Asiyah Putri (a)

My name is Nur Asiyah Putri from ten MIA two. I will share my learning experience during the pandemic. Like other friends during the pandemic I am also learning from home. Took classes via zoom or google class meet and send assignments via whatsapp. Learning through zoom is also fun, like video calls but crowded. The teacher at my school used to require us to turn on the camera so the teacher could see all the students. If a student didn't turn on the camera, my teacher would angry.

19. Pandu Candra Winata (b)

My name is Pandu Candra Winata from ten MIA two. I am the first son. I have two younger siblings. My father is a security guard at the bank. My mother is not work. During the pandemic my father still work. I study from home. Learn online. My brother name is Reza. He is in 5 grade of elementary school. My sister Nisa is 5 years old. Every day my mother teach my sister to read because the school near our house is close. That's my story.

20. Rafa Erlangga Nasution (a)

My name is Rafa Erlangga Nasution from ten MIA two. I am studying from home during the pandemic. During the pandemic I'm learning from home with online class. Because my mother is afraid I do not understand my lesson, my mother looking for a tutor to teach me at home. My teacher is good. My teacher never scolded me. If I don't know how to do my school homework, my teacher will help me. My homework is always right. But I'm tired of studying from home because I don't play with friends and don't ge money.

21. Raddy Shabitta (a)

My name is Radya Shabitta from ten MIA two. During the pandemic I study from home. I took an online class. My teacher teaches using platforms such as zoom, and others. Then it will send the task via

whatsapp, but it makes my phone file always full. Because almost all assignments from other teachers send files in the form of photos, videos, or voice notes. But I like studying online because I watch more English movies and I imitate the way they speak. I really like English lessons. I really want to be fluent in English. Because of the pandemic, I practice speaking English more often.

22. Rahmatunniza Sitorus (b)

My name is Rahmatunniza Sitorus from ten MIA two. The impact of the pandemic on my family is that I, my brother and my little sister have to study from home. Not only us but all schools in the world do online learning. And my father is a meatball seller. My father usually sells in schools. But since the pandemic all schools are closed and dad is selling at home. My father's meatball buyers have decreased because other families are also experiencing difficulties like us. I am very sad to see my father. My mother makes meatballs at home. But because of the pandemic, my mother only made a few meatballs, for fear of not running out.

23. Ririn Dwi Selviana (b)

My name is Ririn Dwi Selviana from ten MIA two. My father is an honorary teacher at a private school near my house. My father teaches physics. And my mother is a private English teacher. Before the pandemic my mother had many students. However, due to the pandemic, many students have stopped tutoring. Because parents are also affected by the pandemic. This affects my family income, because usually my mother's income can help my father for daily expenses. My sister and I study from home, my sister and I also study English with my mother. My father also took private lessons in physics and other subjects.

24. Ryan Hamonangan Saragih (b)

My name is Ryan Hamonangan Saragih from ten MIA two. My father and mother are farmers. My parents planted anything in the fields. But during the pandemic my father is sick and cannot work. Mother takes care of the fields, my sister and I always help mother. My sister and I help

my mother in the fields to provide fertilizer and take care of the chilies so that they grow well. When harvest season comes we ask our neighbors to help us in the fields. My sister and I playing in the fields and helping our parents. Mother would give us pocket money if we helped in the fields.

25. Shofiyah Zahra Hazimah (a)

My name is Shofiyah Zahra Hazimah from ten MIA two. My learning experience during the pandemic was quite enjoyable. I prefer to study online. Because we can learn anywhere. Many of my teachers use zoom as a learning tool. The teacher will explain the lesson. Me and my friends listen to my teacher's explanation. Then students who do not understand are allowed to ask questions. And the time in online learning becomes faster, because there is a reduction in time. But learning to use the zoom application consumes a lot of internet quota.

26. Varisa Eka Salwa (a)

My name is Varisa Eka Salwa from ten MIA two. I will share my experiences while studying during the pandemic. During the pandemic I studied at home, but apart from studying from home, my school also held offline classes. However, not all students enter school at the same time. The school makes a class schedule that will go to school offline according to a predetermined schedule. While at school, all students must also comply with health protocols such as wearing masks, washing hands, and using hand sanitizers. I go to offline school Monday, Wednesday and Friday. Apart from that day I studied online.

27. Zahra Putri Ayuningrat (b)

My name is Zahra Putri Ayuningrat from ten MIA two. A lot has happened in my family during the pandemic. The tobacco company where my father used to work went bankrupt and my father had to quit his job and find a new job. My mother is a housewife, but after my father stop working my mother also looked for work to help my father. Dad got a job as a staff at ctcc. Mother works in a noodle factory. But after a year my mother worked, my father tell my mother to stop working. I am sad when I

remember the state of our family at that time. Dad is still working. And our situation is back to normal.

28. Zaskya Dwi Ranti Saragih (a)

My name is Zaskya Dwi Ranti Saragih from ten MIA two. I will share my learning experiences during the pandemic. I'm studying from home during the pandemic. My teacher will teach the class using zoom. At home I studied alone. But I don't know how to do my homework. Finally, my mother tell my sister to taech me. My sister is smart. She likes math. My homework is always right every time I teach my sister. My friends also asked my sister to teach them. At first my sister don't want. But after that my sister want to teach my friend als. My sister teach us all our homework.



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Transcript Speaking Experimental Class (Post-Test)

X MIA 2

1. Adinda Khairani Sihombing (a)

My name is Adinda Khairani Sihombing from tenh class science two. I will share again about my experience study from home. I sad because I miss my friends, my teacher, and many things in my school. I study from whatsapp or zoom. Sometimes my teacher want to meet from zoom, sometimes just send homework from whatsapp. For the first I am happy don't go to school, but I bored in home, I miss my friends. I want go to school like before pandemic. But until I graduated I study from home. But now I can go to school again and have a new friend.

2. Ahmad Al-Habsi (b)

My name is Ahmad Al-Habsi from Ten MIA two. I will share my family condition when pandemic. So, I am the first son in my family. I have one brother. He is ten years old. My father is a police and my mother is a teacher. My father still works as usual but my mother taught from home. Every morning my mother always check her class from zoom. My mother teacher in junior high school and my mother is Bahasa teacher. I and my brother very bored study from home. And my family just stayed in home. My family very afraid if our family infected with covid-19. My mom always is given us vitamins and fruit. Washing hand every want to eat and use hand sanitizer.

3. Cahaya (a)

My name is Cahaya from Ten MIA two. I will tell my family story in pandemic. I, my mother and my sister always helped my father in the rice field. Because my father is a farmer. My family experienced financial difficulties during Pandemi. Father always keeps rice fields because birds always damage our rice. My father make a statue in the middle of the rice field so that the birds would not eat our rice. I and my sister study from

home because our school closed all students. But my family is closer and spending more time together.

4. Chairia Ayushita (a)

My name is Chairia Ayushita from ten MIA two. I studied from home during pandemic. I studied from zoom or whatsapp. Sometimes go to school just Monday and Thursday. Because take turns with other class. And come home from school early. I never study from zoom before, so I don't know to use it for the first. Study from home is not happy. My Internet packages always running out. Before the government give me Internet packages I always running out. But now I'm grateful to go to school as usual and meet friends at school.

5. Dhea Anggraini (a)

Hello, my name is Dhea Anggraini from ten MIA two. I lost my grandfather during the pandemic because my grandfather was exposed to covid-19. It made my family sad. My family became very possessive about health. Buy lots of vitamins, medicines and fruit to maintain body immunity. When my mother had a fever, I was afraid that my mother would also get Covid-19. My mother ate a lot of fruit and vitamins. Finally, my mother was healthy again. I am an only child. I was always afraid that my parents would get sick. I always pray that Allah will take care of my parents. While at home I always help my mother clean the house. My mother is a housewife and my father is a soldier. Dad always takes vitamins and eats fruit before going to work.

6. Dian Fadhillah Ramadhani (b)

My name is Dian Fadhillah Ramadhani from ten MIA two. I already tell this story in the first meet and I will tell again. My father is driver. And my mother is vegetable trader. And I have 2 siblings. I have sister. She is a student in USU. She study from home because pandemic. I and my brother also study from home. Because pandemic my father's public transportation is quiet and my mom shop also quite. I'm sad to see parents. Because they have to pay my sister tuition fee. While at home we

all helped Mother. Wake up in the morning, clean the house, help sell, I always change with my sister. If my sister go to college, I will help my mother. If I go to school, my sister will help mom. That's the story of my family during Pandemic.

7. Diva Giana (a)

My name is Diva Giana from ten MIA two. All schools in Indonesia are closed due to Covid, as well as my school. I learned from home while at junior high school. At first it was fun but too long at home was also boring. I have difficulty learning. Because I more easily understand if I meet directly with the teacher. My mother is looking for tutors who can teach me at home. My teacher is very good, her name is miss Rika. Miss Rika ran me all subjects. If there is a homework, miss Rika will help me. But I remained sad because I couldn't meet my friend at school. Because my friend's house is far away. But now I have been in Senior high school and have many new friends who are good to me.

8. Elsa Aulia (b)

My name is Elsa Aulia from ten MIA two. The pandemic has also had an impact on my family. Like most other families, mine has also experienced a decline in income. My father and mother have a meatball shop. Due to the pandemic, my parents' meatball stall was very empty of buyers. Usually our shop is full of buyers. During the pandemic my father only sold 30 packs of meatballs. My parents had to lay off several employees because the income was not enough to pay other employees. Moreover, we also need a lot. While at home I also help my parents in the shop. I'm happy to be able to help my parents. But after the pandemic, my parents' shop was busy again. I'm very happy.

9. Fadel Syahrhan Damanik (a)

My name is Fadel Syahrhan Damanik from ten MIA 2. My learning experience during my pandemic was very boring. Studying from home for almost 2 years was not as fun as I thought. I'm bored. No money, no friends, often scolded at home. I prefer to study at school. I don't

understand the lessons the teacher gives through the app. My parents spend more because they have to buy internet packages. Every morning my teacher will start the lesson via zoom, then the assignment will be submitted via whatsapp, or students have to take them to school.

10. Inayah An-nafisah (b)

My name is Inayah An-nafisah from ten MIA two. My father is a religion teacher in senior high school. And my mother is a Bahasa teacher in junior high school. I have brother. The impact of the pandemic my father and mother had to teach from home. And my brother stopped working. My brother works in a private company in Pekanbaru. But after the pandemic my brother returned home. Because the company laid off many employees. My brother was sad but he kept trying and kept looking for a new job. Mom and dad always support my brother. I study from home. Because school is off. My brother always helps me with my homework.

11. Intan Khumairah (b)

My name is Intah Khumairah. As for the impact of the pandemic in my family, it is financial and health. My mother is a housewife and my father is an office worker. I have two younger siblings. Since the pandemic my mother tested positive for covid-19 and my father was laid off from his workplace due to a reduction in employees. Since then our family is very sad. My father had to work jobs every day for us to go to school and eat. My mother has also been positive since corona has always been sick, me and my sister are very sad.

12. Karina Desrianty (a)

My name is Karina Desrianty from ten MIA two. I will share my learning experience during the pandemic. During the pandemic I studied from home because many people have been affected by the covid-19 virus. At that time I was in the 8th grade of junior high school. Learn only through whatsapp and other apps. In my village the internet network is not good. So I was often absent when the online class started. I already told

my problem to the teacher. And my teacher understood me. But I missed a lot of lessons. I find it difficult to do assignments because I didn't listen to my teacher directly. But I got through it all well because I'm in high school now.

13. Khairani Nahyar (b)

My name is Khairani Nahyar from ten MIA two. A lot has happened in my family during the pandemic. Covid-19 has changed a lot of things. My father is a merchant. My father sells cooking utensils at a traditional supermarket. But during the pandemic supermarkets are quiet. Because the government policy must stay at home. Before the pandemic mom always helped dad. But after there was a covid-19 virus, mom was just at home looking after grandma and sister. Because my grandmother is sick. Because I learned from home that I replaced my mother to help my father sell. If there is a class dad will go first to the market, then I will follow. Sometimes I study when I'm in dad's shop. It's a bit noisy but I can still focus on studying.

14. Lainatussifa Hamid (b)

My name is Lainatussifa Hamid from ten MIA two. The impact of the pandemic on my family is that my family has decreased income, so we have to save money. My father is a fish farmer. Due to the pandemic, my father's fish sales have decreased. My mother is a kindergarten teacher. But school is closed because of the pandemic. I have 2 brothers who are in college. During the pandemic my first brother worked at a cafe to help my father pay for his college tuition. My second brother helps my father in the fish pond. My mother taught the qur'an and received private lessons at home. Mother's income also helps father. I help my mother teach at home. I also help my mother clean the house.

15. Litazkiati Qolbi Nasution (a)

My name is Litazkiati Qolbi Nasution from ten MIA two. My learning experiences during the pandemic have been both pleasant and unpleasant in my opinion. The fun thing is that I learned through the

application. Made me realize how important it is to have technology skills now. Study time is also faster. But the drawback is that my internet network is sometimes unstable, because I live in a village area. Sometimes there are explanations from the teacher that I don't hear clearly because the internet network is bad. And the expenditure for internet quota becomes more because the applications that are used use a lot of internet quota.

16. M. Haris Sulaiman Saragih (b)

My name is M. Haris Sulaiman Saragih from ten MIA two. My mother is a nurse. During the pandemic mother got a lot of patients. Mother helps many people who need help. During the pandemic, mothers are more often in the hospital. My father is a cigarette salesman. My father was laid off because my father's company put a lot of employees behind him. The father of one of the affected employees was laid off. Dad is constantly looking for a new job. But while at home, my father sells credit and internet quota. My father's income is sufficient for our daily needs. But now my father has been accepted to work in one of the factories that exist as an employee. I'm glad my dad has a new job. And my mother is a great mother who can help many people.

17. Naufal Andrian Ardanta (a)

My name is Naufal Andrian Ardanta from ten MIA two. During the pandemic I studied from home. I learned from online classes via zoom. Every morning my teacher has prepared a room for online classes. Then the names of the students present will be called. Then the teacher will explain the lesson. Open a question and answer session. And finally give assignments. Then the assignment will be sent via whatsapp. Learning to be more fun. But I'm sorry to see my friend who still doesn't have a cellphone. Sometimes I invite my friends whose house is close to me to study and do assignments together.

18. Nur Asiyah Putri (a)

My name is Nur Asiyah Putri from ten MIA two. Like last week I will share my learning experienced during the pandemic. Like other

friends during the pandemic I am also learning from home. At the beginning of the pandemic I took classes via zoom or google classmeet and sent assignments via whatsapp. Learning with video calling applications is also fun. But for math lessons learning only with video calls is less effective. Because it's easier for me to understand lessons when face to face. Then during the pandemic my school also held face-to-face learning at school. But the school makes a schedule for all students. On Monday, Tuesday, and Wednesday I studied from home. On Thursday, Friday and Saturday I studied at school.

19. Pandu Candra Winata (b)

My name is Pandu Candra Winata from ten MIA two. My father is a security guard and my mother is a housewife. I am the first son. I have two younger siblings. My brother name is Reza. He is in 5th grade. My sister Nisa is 5 years old. Because all schools learn from home, every day my mother teach Nisa to read. I also studied from home. During the pandemic I play with my sister at home. We cannot play home outside.

20. Rafa Erlangga Nasution (a)

My name is Rafa Erlangga Nasution from ten MIA two. I'm studying from home during the pandemic. It was fun at first because I didn't have to get up early for school. Not scolded by the teacher. But I'm bored because at home my mother doesn't give me money. I can't play with friends. I study through online. But my mother is also looking for a tutor to teach me at home. My tutor is good. If I don't know how to do my school homework my teacher will help me. My homework is always right. If I get bored studying at home. My teacher will invite me to study on my terrace. But I was sad because after entering school as usual my tutor stopped teaching me. But now I can study at school with my friends.

21. Raddy Shabitta (a)

My name is Raddy Shabitta from ten MIA two. My name is Raddy Shabitta from ten MIA two. During the pandemic I also learn from home. I took an online classes. My teacher teaches using platforms such as

zoom, and others. And during a pandemic, my assignments are always sent via WhatsApp such as sending photos, videos, or voice notes. Sometimes it was fun but sometimes it was not. Because having to send homework via whatsapp makes my phone memory full. And I have to delete another file, so that my homework can be sent to my teacher. But I like to study online because my time is more flexible. I can learn other things, watch English movies and I can imitate the way they talk. I really like English lessons.

22. Rahmatunniza Sitorus (b)

My name is Rahmatunniza Sitorus from ten MIA two. I will tell you about the impact of the pandemic on my family. My father is a meatball seller. My father usually sells at school. But since the pandemic all schools are closed and father is selling at home. My father meatball buyers are decreasing because other families are also experiencing difficulties like us. I was sad to see my parents. My mother made meatballs at home. However, due to the pandemic, my mother only made a few meatballs, for fear of not running out. I, my brother and my little sister also have to study from home. Because I study with phone, I always change my phone with my sister, because my sister do not have a cellphone.

23. Ririn Dwi Selviana (b)

My name is Ririn Dwi Selviana from ten MIA two. The impact of the pandemic on my family is that my father has to work from home, because my father is a physics teacher at a private school near my house. Then my mother was a private English tutor, during pandemic many of the mother's students stopped tutoring because their parents couldn't pay for their children's lessons. Because some of my neighbors have been laid off from their offices due to the pandemic. It also affects my family's income, because my mother's income can help my father with his daily expenses. Then my sister and I studied from home, during the pandemic my mother only taught 3 students before there were 10 students, my sister and I also studied English with my mother. My father also took private students in

physics and other subjects, because my father was very smart. But I prefer to study English and my sister prefers to study mathematics.

24. Ryan Hamonangan Saragih (b)

My name is Ryan Hamonangan Saragih from ten MIA two. My father and mother are farmers. My parents grow anything in the fields. But during the pandemic my father was sick and couldn't work hard. Mother takes care of the fields, my sister and I always help mother. My sister and I help my mother in the fields to provide fertilizer and take care of the chilies so that they grow well. When the harvest season came, we asked our neighbors to help us in the fields. My sister and I played in the fields and helped our parents. Mother would give us pocket money if we helped in the fields.

25. Shofiyah Zahra Hazimah (a)

My name is Shofiyah Zahra Hazimah from ten MIA two. Lots of fun learning experiences online. And my teacher uses zoom as a learning tool. The teacher will start the class according to the time in the roster but my other teacher often shifts the time. But that makes the class finish ahead of schedule. Study times are also more flexible. At first I didn't understand how to use zoom. It was my first time. But my teacher taught me and it was easy. It's just that zoom consumes a lot of internet quota. I have to buy a lot of internet quota so that my quota doesn't run out when class starts. Because I have experienced it. But my teacher was not angry and understood.

26. Varisa Eka Salwa (a)

My name is Varisa Eka Salwa from ten MIA two. I will share my experienced while studying during a pandemic. During the pandemic I spent more time studying at home, but apart from studying from home, my school also held offline classes. But not all students enter school at the same time. The school made a class schedule that will go to school offline according to the specified schedule. When at school, all students must also obey health protocols such as wearing masks, washing hands, and using

hand sanitizer. I went to school offline Monday, Wednesday and Friday. Apart from that day I studied online. Then study time is also reduced. Although it was fun but I lost my junior high school period. I was sad because I will be separated from my classmates. But now I'm happy because I have a new friend.

27. Zahra Putri Ayuningrat (b) 80

My name is Zahra Putri Ayuningrat from ten MIA two. My family has also been affected by the pandemic. My father used to work as a cigarette salesman. My father had to stop working because the company where my father worked went bankrupt. After that my father looked for a new job again to provide for our family. Before the pandemic my mother was a housewife, but after my father stopped working my mother also looked for work to help my father. Dad got a job as a staff at ctcc. Mother works in a noodle factory. Every time my mom and dad worked, my sister and I would clean the house, after that we would start online classes. Mom and dad always go together because they are in the same direction. I'm sad when my mom gets the night shift. But now mother is not working. Dad is still working. And our situation is back to normal.

28. Zaskya Dwi Ranti Saragih (a)

My name is Zaskya Dwi Ranti Saragih from ten MIA two. I will share my learning experience during the pandemic. I studied from home during the pandemic. My teacher will taught the class using zoom. At home my sister will teach me homework that I don't know. Because my homework is always right, my friends also ask my sister to teach them. At first my sister didn't want to. But after that my sister wanted, my friends were tutoring with my sister. My sister taught us all our homework. My sister is good at math. She likes math.

Transcript Speaking Control Class (Pre-Test)

X MIA 1

1. Agung Kurnia Darma (b)

My name is Agung Kurnia Darma. I will tell the impact of the pandemic to my family. I live with my grandmother when kid. My mother is a TKI in Malaysia. My father died when I primary school. Then my mother work to raise my sister and me. Because of the pandemic when Eid Mubarak my mother cannot go home to Indonesia. 2 years my mother don't come home because of the pandemic. We only telephone. My sister and I are very sad because mom is not with us. But mother sent us clothes for Eid and toys.

2. Alfin Fadillah (b)

My name is Alfin Fadillah from ten MIA one. During the pandemic, my mother's restaurant is quiet. My mother open a restaurant in front of our home. Before pandemic, my mom food is sold. My father is employee in plantation. When pandemic there is a ban on not being able to go home during Eid. My family and I is just Eid at home. Usually every year we always go home to my mother village in Jambi. But we don't back two years.

3. Amanda Dhiyaa Sastra (a)

My name is Amanda Dhiyaa Sastra from ten MIA one. Studying from home is very boring. 2 year Iam study from home because pandemic. I am sad because during my junior high school I only study from home. There are more homework and all homework make video. I also learn to edit video and make creative video for my homework. At the time I really miss my friends and come to school before pandemic.

4. Annisa Rahma (b)

My name is Annisa Rahma from ten MIA one. From kid I live with my grandmother and grandfather. My parents in batam. But every

school holiday my father always pick me up to Batam. But during the pandemic I never go to Batam. Because there is a health protocol, have to stay at home. I just video call with my parents. I miss my parents and my younger siblings. Since pandemic, father and mother also cannot go home during Eid. I cry and my grandmother hug me. My parents always call me every day.

5. Azniafi Zamaliah (a)

My name is Azniafi Zamaliah. I come from class ten MIA one. During the pandemic I study from home use Whatsapp, Google Classroom. I miss my friends, when studying with my friend. I can ask my teacher and my friend if I don't understand. Studying at home avoid the spread of COVID-19. However, many homework from my teacher make video make my phone memory full.

6. Cinta Ayudiya (a)

My name is Cinta Ayudiya. I come from ten MIA one. I am studying from home during the pandemic. Entire schools have also start learning from home. Studying from home is fun as well as boring. Self-study only pays attention to my teacher explain via phone, it's different when listening to the teacher explaining when at school. Many lessons confuse me. I ask my teacher via chat but I don't understand.

7. Daviandra Setiawan (a)

My name is Davidandra Setiawan. I'm from class ten MIA one. During the pandemic I also study from home. My teacher always use zoom to learning. Study from home is boring. I don't have friends to help me when I don't know. There are many lesson I don't understand. If I question my teacher from whatsapp, I wait, I like study in class because I can question my teacher. I don't like study from home.

8. Dearma Damanik (b)

My name is Dearma Damanik from ten MIA one. The pandemic has also impacted my family. My father is an inter-city bus driver.

When the pandemic, my father income also decrease because not many people travel between cities. It makes our family have to save money. I help my mother take care of the goats we have. When pandemic, our goats sell by my mom to our monthly needs.

9. Dewi Sekar Andini (b)

My name is Dewi Sekar Andini from ten MIA one. My father migrate to Malaysia and work there. Because of the pandemic my father can't go back to work there because pandemic. My father try to find work while at home. My mother sells donuts. When at home my dad always help my mom to make donuts. But because pandemic, my mom donats sales is decrease. Even though during the pandemic all food prices went up. I help promote my mother's donuts. Some of my friends buy my mother's donuts. That is the impact of the pandemic to my family.

10. Elsymha Balyani Marwi (a)

My name is Elsymha Balyani Marwi from ten MIA one. My learning experience while at home very boring. Because one year I study from home and 1 more year of study at school but reduce class hours. Especially when take online class and the electricity goes out, it is very annoying, because the internet network will be slow. And I can't take online class. Then I will ask my teacher or my friend. I prefer to study at school like before Covid-19.

11. Filza Asya Ramadhani (b)

My name is Filza Asya Ramadhani from ten MIA one. My siblings and I study from home. My father is a teacher. And my father also teaches from home. And my mother has a food catering business. Usually mothers receive orders from wedding pickles, for the office and others. During pandemic there should be no events that create crowds. During pandemic my mother only has a few clients. During the pandemic, my mother force to reduce employees who used to help my mother. That is impact of pandemic to my family.

12. Firyalin Nabilla (a)

My name is Firyalin Nabilla and I from ten MIA one. I study from home when pandemic. But sometimes I study to school, when Thursday and Friday. I don't like study from home because my internet network is not good. And zoom application always error. And many homework. Sometimes my teacher give 2 homework. And my teacher more than one. Make video, send voice note, and presentation from zoom. I like study in school. And I can understand my lesson.

13. Gilang Revand Damanik (b)

My name is Gilang Revand Damanik from ten MIA one. Effect pandemic to my family is my brother got a covid-19. My brother is a student in university in USU. So, he has to isolate in hospital. My parents very worry of my brother. Because my brother still alone in hospital. But after on month in hospital my brother is recovery. My brother said was covid-19 so danger to our healthy. He hard to breath. And my mom protect to our healthy. Eat vegetable, vitamins, and milk every day.

14. Haikal Ramadhan Saragih (b)

My name is Haikal Ramadhan Saragih. I from ten MIA one. Many thing happen to my family when pandemic. I study at home. And Follow an online class. And my sister cannot go home because she is study in Bandung. And my mother also teach from home. My father is a plantation employee. Because pandemic we cannot go holiday. And just stay at home. I can't play with my friends. And nothing event in my graduation from junior high school. That so sad, because I lost my moment with my friends and my junior high school moment.

15. Huda Annasyirah (a)

My name is Huda Annasyiroh from ten MIA one. My experience study in home is fun in my opinion. My teacher teach use zoom. Like a video call but for many people. Learning feels more fun than when study in class. But study online have mana homework and schedule not

clear. My teacher will share the link in the class group when class starts. Sometimes I miss class because I sleep. My teacher will add homework if students absen in the online class.

16. Kania Febri Yanti Harahap (b)

My name is Kania Febri Yanti Harahap from ten MIA one. The impact of the pandemic to my family police close cafe my parents because rules no crowd when the pandemic. My father and mother beg us not to close our business. Because my family business. Since my father sick, my parents open a cafe in front of our house. My father cannot work hard. I am very sad when I think about pandemic.

17. Khairul Huda Sinaga (b)

My name is Khairul Huda Harahap. And I from ten MIA one. I also study from home because pandemic. And the effect of pandemic to my parents is my parents lost a job. Because my father is a staff in noodle factory in Siantar before. And my mother also looking for a job to help our family. Because my father cannot get a job my father to be an online taxi bike. I am sad to see my parents. My father always come home tonight. And my mother work in restaurant near from our home and come home tonight. When my parents work I am in home with my brother. And we will waiting our parents.

18. Khaliza Azalia (b)

My name is Khaliza Azalia from ten MIA one. The impact of the pandemic to my family, like other family financial difficult, save money. My father is a construction worker. When pandemic my father only occasionally work. If there is no work, my father will fish and then sell fish to our neighbor. I help my mother look for mushrooms to sell. Besides selling mushrooms, my mother also sells broomsticks we make ourselves. Even though the income is not much, it can help my family.

19. Latifatul Sari (a)

My name is latifatul Sari from ten MIA one. My experience is studying at home, like I'm taking private lessons or online tutoring. It's really different when compared to school where I can joke, argue, and even ask questions with friends during discussions. During a pandemic, it can still be done but limited. The problem is I learn more using YouTube and Google Meet media. If my teacher is giving a presentation and has time to teach, they use Google Meet as media. But they often collaborate by watching teaching videos on YouTube.

20. Lupita Aliska (b)

My name is Lupita Aliska from ten MIA one. My family has a small business that is producing brown sugar. During pandemic the palm sugar that my father produce cannot market like before Covid-19. During to the pandemic the demand for brown sugar is decrease. And my dad have to lower the selling price. It make my family economy unstable during the pandemic.

21. Meisha Adista (a)

My name is Meisha Adista from ten MIA one. For my experience study at home also interesting and fun. One of joys that I feel study from home make some learning videos. Even though they say they only make videos about subject matter, in reality it's not that easy. And when there is many mistake when recording, I have to repeat it.

22. Muhammad Habibillah A. (a)

My name is Muhammad Habibillah A from ten MIA one. My experience when study from home when pandemic very boring. So many homework my teach er give. Many lessons I don't understand when explain online. I will understand when the lesson is explain in class. The homework make video, voice notes, and send photo make my storage space in my phone full.

23. Nabila Isnainiputri T. (b)

My name is Nabila Isnainiputri T. from ten MIA one. The impact of the pandemic on my family is my mother more work. Because my mother is a nurse. When my mother work I will sleep at my grandmother house. Because we only live together. When pandemic, my mother often sleep in the hospital because many patients. When back home my mom will pick me up at grandma house.

24. Nur Fadilla Yumna (a)

My name is Nur Fadilla Yumna from ten MIA one. During the pandemic I also studied from home. I like to study via zoom. Because it's a new thing for me. But I don't like it when class starts and then the power goes out. Because the network will be unstable and I can't study properly. Studying from home also consumes a lot of internet quota. Because of the pandemic, my mother has Wi-Fi at home so that my sister and I don't need to collect internet quota. But I prefer to study with friends in class like this.

25. Paras Rahmania (b)

My name is Paras Rahmania. And I from ten MIA two. My mother is a seller a breakfast. Because pandemic has a protocol healthy. All stalls are not allowed to crowd. If the crowds will be disperse by the police and not allowed to sell. And my mother is afraid that our shop will be closed. 2020 should also be my sister's wedding year but because of the pandemic, and regulations that can't create crowds my sister's wedding postponed until 2021. This has also made my other family sad because the event had been prepared long ago. However, due to government regulations, the event was postponed.

26. Revira Nandia (a)

My name is Revira Nandia from 10 MIA one. I'm tire to study from home when pandemic. Because when holidays I get many home work. Many homework that confuses me. But homework must be

finish. Sometimes I get practice questions through Google Forms, and WhatsApp Group when my teacher teach.

27. Reza Hanafi (b)

My name is Reza Hanafi from ten MIA one. The pandemic also have impact to my family. My father have a shoe shop. But during the pandemic, not many people buy shoes because other family also more concern with basic needs. Because my father's customers decrease, it also give affect our family's financial condition. My mother is a tailor. Mother's customers have also decreased, unlike before the pandemic. But my parents always try to give the best for me and my brothers.

28. Zahra Haryani (a)

My name is Zahra Haryani from ten MIA one. I also study at home. I like study from home but sometimes I boring. My teacher use zoom as a tool communication. When learn from zoom my teacher will explain the lesson and give as question. And my friend will ask. And if the night I will study alone to do my homework. I will searching on internet if I don't understand my homework after that if I don't understand again I will ask my friends and my teacher. But for mathematic lesson I don't like learn online, because mathematic is hard for me.

Transkrip Speaking Control Class (Post-Test)

X MIA 1

1. Agung Kurnia Darma (b)

My name is Agung Kurnia Darma from ten MIA one. I will tell the impact of the pandemic to my family. I live with my grandmother when kid. My mother is a migrant worker in Malaysia. My father died when I was 10 years old. Then my mother worked to raise my sister and me. For 2 years my mother do not come home because of the pandemic. We only communicate via phone. My sister and I are very sad because mom is not with us. But mother sent us clothes for Eid and toys. It was a very sad year for me.

2. Alfin Fadillah (b)

My name is Alfin Fadillah. I from ten MIA one. During the pandemic, my family and I are just Eid at home. Usually every year we always go home to my mother village in Jambi. But we don't back in two years. My father is an employee on the plantation. Due to the pandemic there is a ban on not being able to go home during Eid. My mother food stall is quiet. My mother opened a food stall in front of our house. Before the pandemic, the food my mom sold.

3. Amanda Dhiyaa Sastra (a)

My name is Amanda Dhiyaa Sastra from ten MIA one. During the pandemic I study from home. All schools also learn from home. The first month is still fun. It turns out that almost 2 years of studying from home. Very boring. Many homework. Homework has to video. Makes my phone memory full. Must download a video editing application. But I feel like I'm being creative in editing videos.

4. Annisa Rahma (b)

My name is Annisa Rahma from ten MIA one. My parents live in Batam. I lived with my grandmother and grandfather from kid. But every school holiday I always went to Batam. But during the pandemic

I never went to Batam. Because have to stay at home. During Eid, father and mother also can't go home. I only video call and call my parents every day. I miss my parents and my younger siblings. I am very sad. I can only pray that the pandemic will end quickly and I can go to Batam again.

5. Azniafi Zamaliah (a)

My name is Azniafi Zamaliah. I come from class ten MIA one. During the learning pandemic, I studied through messages on phone such as on Whatsapp, Google Classroom, without meet face to face. I miss my friends, when studying in class and discussion with my friend. I am grateful to study at home because it can avoid the transmission of COVID-19. However, it is difficult to study with friends, it is difficult to make video at home with limit facility.

6. Cinta Ayudiya (a)

My name is Cinta Ayudiya. I come from ten MIA one. Entire schools have also learning from home when pandemic. I also study from home during the pandemic. I prefer to study at school. Because if I don't understand I will ask the teacher and my teacher will explained until I understand and I can ask friends. While learning from home only pays attention to the teacher explaining via phone. Many lessons confuse me. I asked the teacher via chat but I still don't understand.

7. Daviandra Setiawan (a)

My name is Davidandra Setiawan. I'm from class ten MIA one. During pandemic, like my friends, I also study from home. I don't like studying from home because so boring. And many lesson that I do not understand. I prefer to study in class with my friends. Because my friend wants to help if I don't understand. Studying from home also makes the homework more and more difficult.

8. Dearma Damanik (b)

My name is Dearma Damanik from ten MIA one. My family has also been impacted by the pandemic. Our family has to be frugal. And

father had to sell some of our goats to meet our needs. Because my father's savings have been used to pay for my sister's college tuition. My father is an inter-city bus driver. But because of the pandemic there were few passengers, and that made my father's income also decrease. While at home I help my mother take care of our remaining goats.

9. Dewi Sekar Andini (b)

My name is Dewi Sekar Andini from ten MIA one. My mom sell donuts. When at home my father always helps my mother make donuts. But because of the pandemic, my mother's sales of donuts decrease. Even though during the pandemic, all basic food prices went up. I help promote my mom's donuts. Some of my friends buy my mother's donuts. My father work in Malaysia. Because pandemic my father could not return to work there due to the pandemic. My father tries to find work while at home. But my father don't get a job.

10. Elsymha Balyani Marwi (a)

My name is Elsymha Balyani Marwi from ten MIA one. I prefer studying at school like before Covid-19. My learning experience while at home is very boring. Because I studied from home for one year and studied at school for another year but reduced class hours. There are lots of obstacles to taking online classes, such as power outages, slow internet networks, loud noises at home. I will miss class. It makes me always want to cry during online classes.

11. Filza Asya Ramadhani (b)

My name is Filza Asya Ramadhani from ten MIA one. The impact of the pandemic on my family is that my family does all their activities from home. My siblings and I study from home. My father is a teacher. And my father also teaches from home. And my mother has a food catering business. During pandemic there should be no events that create crowds. During pandemic my mother only has a few clients. Usually mothers receive orders from wedding pickles, for the office

and others. During the pandemic, my mother force to reduce employees who used to help my mother.

12. Firyalin Nabilla (a)

My name is Firyalin Nabilla from ten MIA one. When pandemic I also study from home to long time. Almost 2 years, study use zoom is a new thing but I don't like. Because my networking still not good. I like study in school, meet my teacher and my friends directly. And homework not as much as during online class. And when study in school have a fix hours, while studying online the hours can change from morning to noon. I don't like that because I must wait my phone so I don't miss class.

13. Gilang Revand Damanik (b)

My name is Gilang Revand Damanik from ten MIA one. The effect of the pandemic on my family is that my brother has covid-19. My brother is a student at a university sumatera utara. So, he has to be isolated in the hospital. My parents were very worried about my brother. Because my brother is still alone in the hospital. But after a month in the hospital, my brother recovered. My brother said covid-19 is very dangerous for our health. He's having hard time breathing. And my mother protects our health. Eat vegetables, vitamins, and milk every day.

14. Haikal Ramadhan Saragih (b)

My name is Haikal Ramadhan Saragih. I from ten MIA one. During pandemic I study at home. Follow an online class. And my mother is a teacher in my school teach from home. My father is a plantation employee. Because pandemic we cannot go holiday. And just stay at home. I can't play with my friends. And nothing event in my graduation from junior high school. That so sad, because I lost my moment with my friends and my junior high school moment. And my sister can't go home because she is study in Bandung. I miss her so much at the time. But now my family condition stil normal.

15. Huda Annasyirah (a)

My name is Huda Annasyiroh from ten MIA one. In my opinion, study from home is funny. Because use platform is a fun thing. My teacher use zoom to teach our. My teacher teaches using zoom. Then my teacher will share zoom link to my group class. Learning feels more relaxed than when studying in class. My teacher will add homework if there are students who are not present in the online class.

16. Kania Febri Yanti Harahap (b)

My name is Kania Febri Yanti Harahap. From 2018 my father stop work when illness. My father before work in a factory. Since then my father open a cafe in front of our house. But during the pandemic the police close our business because it make a crowd. My parents ask police not to close our business because that my parent income. It is a difficult time for my family.

17. Khairul Huda Sinaga (b)

My name is Khairul Huda Harahap from ten MIA one. The impact of the pandemic on my parents is that my parents lost their jobs. Because my father was a staff at a noodle factory in Siantar .And my mother is also looking for a job to help our family. Because my father couldn't get a job my father became an online motorcycle taxi driver. I am sad to see my parents. My dad always comes home tonight. And my mom works in a restaurant near our house and comes home tonight. I also study from home because of the pandemic. When my parents worked I was at home with my siblings. And we will wait for our parents.

18. Khaliza Azalia (b)

name is Khaliza Azalia from ten MIA one. The impact of the pandemic to my family, my mother also sells broomsticks we make ourselves. Even though the income is not much, it can help my family. My family financial difficult when pandemic. I help my mother look for mushrooms to sell. My father is a construction worker. When

pandemic my father only occasionally work. If there is no work, my father will fish and then sell fish to our neighbor.

19. Latifatul Sari (a)

My name is Latifatul Sari dari ten MIA one. My learning experience during the pandemic. I study from home. Have fun, anyway. But sometimes there are certain lessons that I think really need face-to-face assistance. Like learning to read the Qur'an or other materials that require special practice and movement. In my experience, learning from Google Meet is fun, especially when the internet signal is stable. If the signal is bad, then I learn via YouTube videos. But listening to teachers from YouTube is not very fun because we just watch.

20. Lupita Aliska (b)

My name is Lupita Aliska from ten MIA one. The pandemic condition result in the finances of many families in Indonesia becoming unstable. Pandemic also make my family condition unstable. Because health protocols, don't leave house. Bad for small business like my family. My family has a small business that is producing brown sugar. During pandemic the palm sugar that my father produce cannot market like before Covid-19. During to the pandemic the demand for brown sugar is decrease. And my dad has to lower the selling price. It made my family economy unstable during the pandemic.

21. Meisha Adista (a)

My name is Meisha Adista from ten MIA one. For me the experience of studying at home is also interesting and fun. One of the joys that I feel during learning activities from home is having homework given by different subject teachers. Pr make some learning videos. Even though they say they only make videos about subject matter, in reality it's not that easy. And when there are many mistakes when recording, you have to repeat it many times.

22. Muhammad Habibillah A. (a)

My name is Muhammad Habibillah A from ten MIA one. My experience when study from home is boring. All homework make video, voice notes, and send photo make my storage space in my phone full. And many lessons I don't understand when explain online. I will understand when the lesson is explain in class. I like study at school.

23. Nabila Isnainiputri T. (b)

My name is Nabila Isnainiputri T. from ten MIA one. The impact of the pandemic on my family that my mother slept more often in the hospital during the pandemic. my mother is a nurse. And we just the two of us. When my mother work I would stay at my grandmother's house. When mom comes home mom will pick me up at grandma's house.

24. Nur Fadilla Yumna (a)

My name is Nur Fadilla Yumna from ten MIA one. During the pandemic I also studied from home. Studying from home also use a lot of internet quota. Due to the pandemic, my mother has Wi-Fi at home so my sister and I don't need to collect internet quota. I like to studied via zoom. Because it's new to me. But I don't like it when class starts and then the power goes out. Because the network will be unstable and I can't study well. But I prefer to study with friends in class because more friends discuss lessons.

25. Paras Rahmania (b)

My name is Paras Rahmania from ten MIA one. 2020 should also be my sister's wedding year but because of the pandemic, and regulations that shouldn't create crowds my sister's wedding has been postponed until 2021. This also make my other family sad because the event had been prepare long ago. However, during to government regulations, the event was postponed. All stalls are not allowed to

crowd. If the crowds will be dispersed by the police and not allowed to sell. And my mother is afraid that our shop will be closed.

26. Revira Nandia (a)

My name is Revira Nandia from 10 MIA one. I'm tired of studying from home during a pandemic. Because on holidays I actually get a lot of homework. A lot of homework that confuses me. But homework must be done. Sometimes I get practice questions through Google Forms, but often I get other questions from the WhatsApp Group when the teacher distributes teaching materials. Compared to home schooling, coming to class face-to-face is usually not too much homework .

27. Reza Hanafi (b)

My name is Reza Hanafi from ten MIA one. Same with other family affect by the pandemic. The pandemic also impact to my family. My mother is a tailor. Mother's customers are also reduced, unlike before the pandemic. My father have a shoe shop. But during the pandemic, not many people buy shoes because other families are also more concerned with basic needs. Since my father's customers decrease, it also affect to our family financial condition.

28. Zahra Haryani (a)

My name is Zahra Haryani From ten MIA one. I like to study from home. My teacher uses zoom as a teaching material. When learning from zoom my teacher will explain the lesson and ask questions. And my friend will ask. And if at night I will teach myself to do my homework. I will search the internet if I don't understand my homework after that if I don't understand anymore I will ask my friends and teachers. But for math lessons I don't like studying online, because math is difficult for me. I like Bahasa Indonesia.

APPENDIX VIII

Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-27283/ITK/ITK.V.3/PP.00.9/12/2021
Lampiran : -
Hal : Izin Riset

23 Desember 2021

Yth. Bapak/Ibu Kepala MAN SIMALUNGUN

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Nurul Azirah Damanik
NIM : 0304172134
Tempat/Tanggal Lahir : Bangun 17, 10 November 1998
Program Studi : Tadris Bahasa Inggris
Semester : X (Sepuluh)
Alamat : HUTA III NAGORI BANGUN KM 17 Kelurahan NAGORI BANGUN
Kecamatan GUNUNG MALELA

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl Asahan km 28 kerasaan 1, Kecamatan pematang bandar, kabupaten Simalungun, Sumatera utara, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Effect of Documentary Movie Utilization On The Students' Speaking Ability

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 23 Desember 2021
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN



Digitally Signed
Yani Lubis, M.Hum

NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

APPENDIX IX

Research Response Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. SIMALUNGUN
MADRASAH ALIYAH NEGERI SIMALUNGUN
JL.Asahan KM 28 Kel .Kerasaan I PematangBandar - 21186
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Nomor : B-47/Ma.02.04/PP.001/05/2021
Lampiran : -
Perihal : Izin Riset

Kepada Yth :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri Sumatera Utara
di Medan



Dengan hormat,

Sesuai dengan Surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Nomor : B- 27282/ITK V.3 PP.00.9/12/2021.

Tentang Permohonan Pelaksanaan Riset Tertanggal : 22 Agustus 2022 dengan ini kami Sampaikan bahwa Mahasiswa dibawah ini

Nama : Nurul Azrah Damanik
NIM : 0304172134
Jurusan : Tadris Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Telah melaksanakan tugasnya untuk melakukan Penelitian di MAN Simalungun,

Kabupaten Simalungun dengan baik Sejak Tanggal 22 Agustus s , 8 September 2022 Dengan Judul

THE EFFECT OF DOCUMENTARY MOVIE UTILIZATION ON THE STUDENTS' ENGLISH SPEAKING SKILL AT THE TENTH GRADE OF SENIOR HIGH SCHOOL

Demikian surat ini kami sampaikan atas perhatian dan kerja sama yang diberikan diucapkan terima kasih.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Simalungun, 8 September 2022
Kepada Madrasah

