

APPENDICES

Appendix A. Students' Pre-test and Post-test Scores

✓ Done!

Pemerintah Provinsi Jawa Timur
Dinas Pendidikan
SMA Negeri 3 Sidoarjo

Jalan Dr. Wahidin No. 130, Sekardangan, Sidoarjo, Jawa Timur 61215
Telepon (031) 8961625
Laman www.sman3sidoarjo.sch.id, Pos-el sman3sidoarjo@gmail.com

DAFTAR HADIR SISWA

Kelas: XI F-10
Wali Kelas: Dra. Tutik Dwi Ujiani
Hari/Tanggal: Thursday, 30 April 2026
Mata Pelajaran: English Language (Pengambilan Data Andini Widia Ningih)

No	Nama Siswa	H	S	I	A	Nilai Pre-Test
1	ADIBA ALTHAFUNISA	✓				160
2	ADZAN PRATAMA PUTRA	✓				120
3	ADHAD ABRELL MARISHA FARELINO	✓				30
4	ALMAYRA AZYAN FIRDAUS ZAIRAH	✓				170
5	ANGELICA ESTER RAJANI CAHAYA PUTRI	✓				100
6	AURELIA PUTRI PRAMINATA	✓				100
7	BAGAS WAHYU PAMUNGKAS	✓				50
8	BILQIS IZHAN ZAHRA AGHNIYA	✓				30
9	BINA ADHITA KENZIE MAULANA IRWAN	✓				60
10	EGAN KHESNA ADITYA	✓				50
11	ENIS AURELIA AGUSTIN	✓				30
12	FAHREZA FATKHL MUNIR	✓				30
13	GANDAS GITAGARNETA NURYA ARDHININGRUM	✓				50
14	HABIBI ABDULLAH	✓				30
15	IRIS LUKMANSAH HIDAYAT	✓				30
16	JESSICA ANGELINA	✓				30
17	KEISHA VELOSKHA	✓				60
18	KHANSA NUR AZAH	✓				30
19	LISHA AURA AMELIA	✓				30
20	MOCHI GHAIYAN ATIN HANIF	✓				100
21	MUHAMMAD KUSADY VINSYAR	✓				30
22	MUHAMMAD FATHI ERPRANTO	✓				30
23	MUHAMMAD ALAYDIUS	✓				30
24	MUHAMMAD DEKKEN DENATA	✓				30
25	MUHAMMAD RAHIL IBRAHIM	✓				30
26	MUHAMMAD RYADHUS SIKHLIN	✓				30
27	MUHAMMAD YUSUF RAJABI ERTAMA	✓				30
28	NABILA AFROH RUSHLAH ASGHAR	✓				30
29	NISA RAHMATI ALIYAH	✓				30
30	RAYSHA MAHENDRA	✓				30
31	SAYIDAH WAFI' AZZAHRA	✓				30
32	SARAH MAULIDAH	✓				30
33	SHIFA AYU OKTAPRIADI	✓				30
34	SHOPY TSARITA KHANSA FAKHRIYAH	✓				30
35	TIMOTHY MIRACLE JERINK KENTZNYA	✓				30
36	YASMIN MUMTAZ	✓				30

✓ Done

Pemerintah Provinsi Jawa Timur
Dinas Pendidikan
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DAFTAR HADIR SISWA

Kelas: XI F-10
Wali Kelas: Dra. Tutik Dwi Ujiani
Hari/Tanggal: Thursday, 30 April 2026
Mata Pelajaran: English Language (Pengambilan Data Andini Widia Ningih)

No	Nama Siswa	H	S	I	A	Nilai Post-Test
1	ADIBA ALTHAFUNISA	✓				100
2	ADZAN PRATAMA PUTRA	✓				30
3	ADHAD ABRELL MARISHA FARELINO	✓				30
4	ALMAYRA AZYAN FIRDAUS ZAIRAH	✓				100
5	ANGELICA ESTER RAJANI CAHAYA PUTRI	✓				100
6	AURELIA PUTRI PRAMINATA	✓				100
7	BAGAS WAHYU PAMUNGKAS	✓				30
8	BILQIS IZHAN ZAHRA AGHNIYA	✓				30
9	BINA ADHITA KENZIE MAULANA IRWAN	✓				30
10	EGAN KHESNA ADITYA	✓				30
11	ENIS AURELIA AGUSTIN	✓				30
12	FAHREZA FATKHL MUNIR	✓				30
13	GANDAS GITAGARNETA NURYA ARDHININGRUM	✓				100
14	HABIBI ABDULLAH	✓				30
15	IRIS LUKMANSAH HIDAYAT	✓				30
16	JESSICA ANGELINA	✓				30
17	KEISHA VELOSKHA	✓				100
18	KHANSA NUR AZAH	✓				30
19	LISHA AURA AMELIA	✓				30
20	MOCHI GHAIYAN ATIN HANIF	✓				100
21	MUHAMMAD KUSADY VINSYAR	✓				30
22	MUHAMMAD FATHI ERPRANTO	✓				30
23	MUHAMMAD ALAYDIUS	✓				30
24	MUHAMMAD DEKKEN DENATA	✓				30
25	MUHAMMAD RAHIL IBRAHIM	✓				30
26	MUHAMMAD RYADHUS SIKHLIN	✓				30
27	MUHAMMAD YUSUF RAJABI ERTAMA	✓				100
28	NABILA AFROH RUSHLAH ASGHAR	✓				30
29	NISA RAHMATI ALIYAH	✓				100
30	RAYSHA MAHENDRA	✓				30
31	SAYIDAH WAFI' AZZAHRA	✓				30
32	SARAH MAULIDAH	✓				100
33	SHIFA AYU OKTAPRIADI	✓				100
34	SHOPY TSARITA KHANSA FAKHRIYAH	✓				100
35	TIMOTHY MIRACLE JERINK KENTZNYA	✓				30
36	YASMIN MUMTAZ	✓				100

Appendix B. Instrument Validation Sheet

RESEARCH INSTRUMENT VALIDATION SHEET

I. IDENTITY
 Student Name: Andini Widia Ningih
 NIM: 2708000000
 Study Program: English Language Education
 Research Title: The Effect of Video Based Learning Media on High School Students' English Learning Skills
 School: SMAN 3 Sidoarjo
 Class/Semester: XI F-10 / Even
 Validator Name: Dra. Rofiqah Sidiyasa, M.Pd.

II. INTRODUCTION
 This instrument is a validity assessment table used to evaluate the clarity, reliability, and potential bias of the research instrument. The preparation of this table refers to the principle of source validity according to John W. Cronin (1992), in which the criteria for the preparation of good research instruments according to Louis Cohen et al. (2008), which emphasize that the instrument must be clear, relevant, systematic, and unbiased.
 The measurement of the instrument in this study uses a checklist of valid and invalid items chosen to encourage validators to provide a more objective and accurate assessment. This approach is used to reduce the chances to obtain a more valid and reliable instrument based on the checklist validity and reliability checklist according to John W. Cronin (1992) and Louis Cohen et al. (2008).
 The assessment criteria used are as follows:
 1 = Highly Improper
 2 = Not Suitable
 3 = Complaint
 4 = Very Suitable

III. DIMENSION AND INDICATOR TABLE

No	Dimensions	Indicator
1	Learning Stages	Pre-learning activities students' initial knowledge
2	Learning Stages	Pre-learning provides context before the learning activity
3	Learning Stages	While learning, understand the main idea
4	Learning Stages	While learning, involves a different task
5	Learning Stages	Post-learning provides context understanding
6	Self-learning	Guided learning provides assistance
7	Self-learning	Independent learning reduces assistance
8	Self-learning	Learning leads to student independence
9	Level	Materials in accordance with CEFR A2
10	Media	Valid supports learning comprehension

IV. INSTRUMENT CONSTRUCT VALIDATION TABLE

No	Assessment Items	1	2	3	4	Notes
1	Indicators are easy for validators to understand				✓	
2	Indicators according to the research objectives			✓		
3	Indicators relevant to learning skills			✓		
4	The language used is clear and precise		✓			Minor revision needed for learning context
5	Systematically arranged statements		✓			
6	Instruments do not create bias		✓			Some indicators are subjective

Validation Notes:
 The instrument is adequate, clear, relevant, and valid. Some minor revision is needed for learning context. Some indicators are subjective and ambiguous.

Sidoarjo, April 23, 2026
 Validator:
 Dra. Rofiqah Sidiyasa, M.Pd.
 NIM: 0724005891

V. SCORE SHEET

No	Indicator	Source	1	2	3	4	Notes
1	Pre-learning activities students' initial knowledge	Harmer (2007)			✓		
2	Pre-learning provides context before the learning activity	Harmer (2007)			✓		
3	While learning, understand the main idea	Harmer (2007)			✓		Needs more specific indicator
4	While learning, involves a different task	Harmer (2007)			✓		
5	Post-learning provides context understanding	Harmer (2007)			✓		Needs specific indicators
6	Guided learning assists	Yip (1978)			✓		
7	Independent learning reduces assistance	Yip (1978)			✓		
8	Learning leads to student independence	Yip (1978)			✓		Needs clearer measurement
9	Materials in accordance with CEFR A2	CEFR			✓		
10	Valid supports learning comprehension	Richards (2008)			✓		

VI. VALIDATOR CONCLUSION
☐ Very suitable for use without revision
☒ Suitable for use with minor revision
☐ Suitable for use with major revision
☐ Not suitable for use

Appendix C. Google Form Interface

POST-TEST

Listening

XI F10

Listen - Understand - Improve

🎧 Listening Post-Test: Let's Tune In!

Welcome to the Post-Test

This assessment is conducted to evaluate your listening comprehension after the learning sessions.

Please listen carefully and answer all questions independently.

🎧 The audio will be played twice.

Good luck and do your best.

maheswarahandaru23@gmail.com

[Ganti akun](#)

Tidak dibagikan

🔍 * Menunjukkan pertanyaan yang wajib diisi

PRE TEST

LISTENING

KELAS XI F10

🎧 Listening Pre-Test: Let's Tune In!

Welcome!

This short pre-test will help us see how well you understand spoken English.

🌟 Just relax, listen carefully, and do your best!

🎧 You will hear the audio **twice**.

Good luck and enjoy the process!

zeenkanaeru33@gmail.com

[Switch account](#)

Not shared

🔍 * Indicates required question