



Appendix 1. Letter Requesting Permission to Conduct Research



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
PROGRAM PASCASARJANA

Jalan Udayana Nomor 11 Singaraja, Bali 81116 Telepon 081999446444 Laman www.pasca.undiksha.ac.id

Singaraja, 08 September 2025

Nomor : 4672/UN48.14.1/PT.02.05/2025
Hal : **Mohon Ijin Mengadakan Penelitian**
Yth. : **Bapak/ Ibu Kepala Sekolah SMA Dwijendra**

di Denpasar

Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Tesis mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, kami mohon kesediaan Bapak/Ibu untuk dapat menerima dan mengizinkan mahasiswa kami sebagai berikut :

Nama : Safrina Hulu
NIM : 2429081044
Program Studi : Pendidikan Bahasa Inggris (S2)
Judul Tesis : **The Effectiveness of Vlog Multimodal-Based Instruction In Sustainable Travel Content in Developing Students' Senior High School EFL Speaking Skill in Denpasar, Bali..**

untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian di dalam kelas sebanyak 3 kali. Penelitian dilakukan dari bulan Oktober dan November.

Atas perhatian, berkenaan dan kerja sama yang baik kami ucapkan terima kasih.

Menyetujui,

Pembimbing I,

Ni Nyoman Padmadewi
NIP. 196202021988032001

Pembimbing II,


I Gede Budasi
NIP. 195812311985031022

Mengetahui,
a.n. Direktur,
Wadir I,



Ida Bagus Patu Arnyana
NIP. 195812311986011005

Appendix 2. The School's Research Thesis Permit Letter

 ၂၀၂၅ ခုနှစ်၊ ဇူလိုင်လ ၀၈ ရက်နေ့၊ နံနက် ၀၈ နာရီ (၀၈/၀၇/၂၀၂၅)
SMA DWIJENDRA DENPASAR (TERAKREDITASI A)
ကျေးဇူးတင်အောင်မြင်စွာ ဆက်လက်ပညာရေး ဖွံ့ဖြိုးရေးအတွက်
KEPUTUSAN BADAN AKREDITASI SEKOLAH PROVINSI BALI
နံပါတ်: ၂၀၂၅/၂၀၂၅/၂၀၂၅-၂၀၂၅/၂၀၂၅/၂၀၂၅/၂၀၂၅/၂၀၂၅
NOMOR : 1359/BAN-SM/SK/2022
ဖိတ်ခေါ်ခြင်း: ၂၀၂၅ ခုနှစ်၊ ဇူလိုင်လ ၀၈ ရက်နေ့၊ နံနက် ၀၈ နာရီ
Email: sma.dwijendra@gmail.com
လက်စာအုပ်: ၂၀၂၅ ခုနှစ်၊ ဇူလိုင်လ ၀၈ ရက်နေ့၊ နံနက် ၀၈ နာရီ
ALAMAT : JALAN KAMBOJA 17 TELEPON : (0361)235528

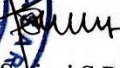
Nomor : 125/SMAD/E.23/IX/2025
Sifat : Penting
Lamp. : -
Prihal : *Mohon Izin Penelitian Thesis*

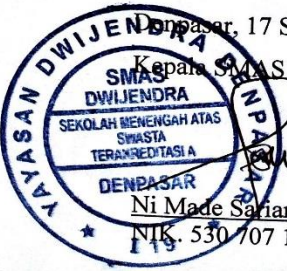
Kepada
Yth. : Dekan Fakultas Pendidikan Bahasa Inggris
Program Pascasarjana, Universitas Pendidikan Ganesha
di – Tempat

Dengan hormat,
Sesuai surat permohonan, Tanggal 08 September 2025, Nomor :
4672/UN48.14.1/PT.02.05/2025, dengan perihal : *Mohon Izin Mengadakan Penelitian.*
Sehubungan dengan hal tersebut kami menyampaikan kepada Bapak, bahwa kami dapat
mengizinkan mahasiswa yang tersebut dibawah ini untuk mengadakan penelitian di SMAS
Dwijendra Denpasar atas nama :

Nama : Safrina Hulu
NIM : 2429081044
Program Studi : Pendidikan Bahasa Inggris (S2)
Judul Thesis : The Implementation of Vlog Multimodal-Based Instruction Using
Sustainable Travel Content in Teaching Speaking for Senior
High School Students in Class XI of SMAS Dwijendra Denpasar
Bali.

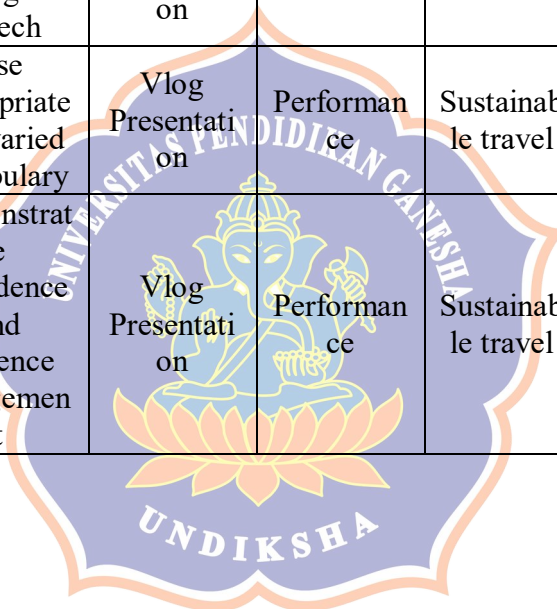
Demikian surat ini kami sampaikan, untuk dapat dipergunakan sebagaimana mestinya.

Denpasar, 17 September 2025
Kepala SMAS Dwijendra Denpasar

Ni Made Sariyani, S.Pd.
NIK. 530 707 117



Appendix 4. Post-Test Blueprint

No	Competency	Indicator	Task Description	Format	Content Focus	Scoring Aspect	Score Range	Weight
1	Speaking Fluency	Express ideas and coherently	Creata 3-5 minute sustainable travel vlog	Performance	Sustainable travel	Fluency	1-5	20%
2	Grammatical Accuracy	Use correct grammatical structures	Vlog Presentation	Performance	Sustainable travel	Accuracy	1-5	20%
3	Pronunciation	Produce clear and intelligible speech	Vlog Presentation	Performance	Sustainable travel	Pronunciation	1-5	20%
4	Vocabulary Use	Use appropriate and varied vocabulary	Vlog Presentation	Performance	Sustainable travel	Vocabulary Range	1-5	20%
5	Communicative Effectiveness	Demonstrate confidence and audience engagement	Vlog Presentation	Performance	Sustainable travel	Confidence	1-5	20%



Appendix 5. Attitude Blueprint

No	Variable	Aspect	Indicator	Item Numbers	Description	Scale
1	Students' Attitude toward English Learning	Engagement & Motivation	Interest in learning activities	1, 2	Measures enjoyment and curiosity	Likert (1–5)
			Confidence in participation	3, 4	Measures willingness to speak	
			Perceived relevance of topic	5	Measures meaningful learning	
2	Students' Attitude toward English Learning	Speaking & Language Development	Idea organization	6	Ability to structure ideas	Likert (1–5)
			Fluency improvement	7	Speaking flow	
			Grammar & vocabulary development	8	Language accuracy	
			Expressing ideas	9	Communication ability	
			Feedback usefulness	10	Teacher support	
3	Students' Attitude toward English Learning	Learning Experience	Usefulness of learning materials	11	General material effectiveness	Likert (1–5)
			Creativity and engagement	12	Student involvement	
			Multisensory learning	13	Learning style support	
			Collaboration	14	Peer interaction	
			Achievement feeling	15	Emotional response	
4	Students' Attitude toward English Learning	Reflection & Challenges	Task difficulty	16	Cognitive demand	Likert (1–5)
			Time management	17	Learning control	
			Speaking difficulty	18	Performance challenge	
			Technical/learning barriers	19	External obstacles	
			Overall evaluation	20	General perception	

Appendix 7. Speaking Rubric

Speaking Assessment Rubric for Vlog Multimodal-Based Instruction

Criteria	5 – Excellent	4 – Good	3 – Fair	2 – Limited	1 – Poor
Fluency	Speaks smoothly and naturally with minimal pauses; ideas are well connected.	Generally fluent with some hesitation; meaning remains clear.	Noticeable pauses and repetition; flow occasionally disrupted.	Frequent hesitation and loss of coherence.	Speech is fragmented and hard to follow.
Accuracy	Uses grammar accurately and appropriately; minor errors do not affect meaning.	Few errors; message remains clear.	Some grammatical errors but meaning usually clear.	Frequent errors occasionally hinder understanding.	Persistent grammatical errors obscure meaning.
Pronunciation	Clear and natural with correct stress and intonation; easily understood.	Generally clear pronunciation; minor mispronunciations.	Noticeable L1 influence but mostly intelligible.	Mispronunciations require listener effort.	Speech often unintelligible.
Vocabulary Range	Wide and precise vocabulary use; contextually appropriate.	Adequate vocabulary; minor repetition.	Limited vocabulary; some word misuse.	Very limited vocabulary; struggles to express ideas.	Minimal vocabulary; cannot convey meaning.
Confidence / Communicative Effectiveness	Highly confident; maintains eye contact and engages audience.	Mostly confident; interacts naturally.	Some hesitation; minimal interaction.	Very hesitant; avoids eye contact.	Lacks confidence; minimal audience engagement.

Level	Score Range	Performance Description
Excellent	22–25	Exceptional command of spoken English; highly confident, accurate, and engaging.
Good	18–21	Effective communication with minor errors or hesitation.
Fair	14–17	Moderate ability; noticeable issues but meaning mostly clear.
Limited	10–13	Communication effortful; frequent breakdowns.
Poor	5–9	Speech mostly unintelligible or incomplete.

Validation and Reliability

The rubric underwent expert review (Jeong, 2015), pilot testing (Mursyida et al., 2020), and inter-rater reliability checks (Huang et al., 2018) to ensure content validity and scoring consistency.

Key References:

Aydin, B. (2014). Using video blogs to improve speaking skills. *The Turkish Online Journal of Educational Technology*, 13(2), 30–41.

Dzekoe, R. S. (2017). Facilitating EFL writing performance through multimodal composing. *Language Learning & Technology*, 21(2), 10–25.

Huang, J., et al. (2018). Inter-rater reliability in speaking assessment. *Language Testing*, 35(1), 3–25.

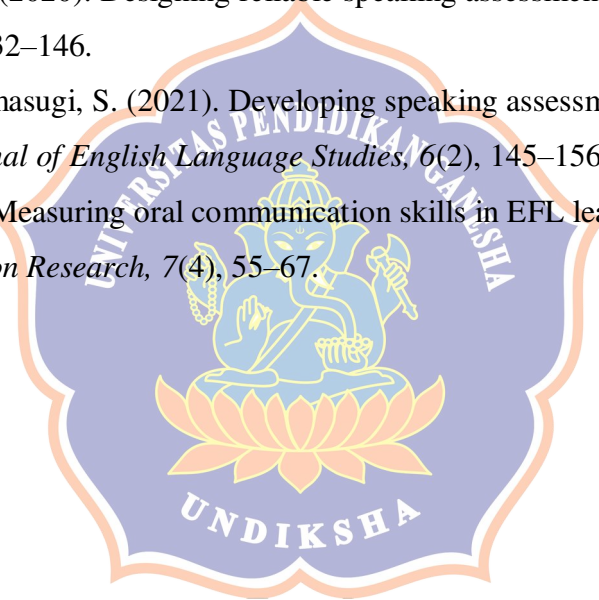
Jeong, H. (2015). Validating speaking rubrics for communicative competence. *Assessing Writing*, 26, 26–40.

Lim, J., & Polio, C. (2020). Assessing oral proficiency in EFL classrooms. *TESOL Quarterly*, 54(3), 689–715.

Mursyida, L., et al. (2020). Designing reliable speaking assessment tools. *ELT Worldwide*, 7(2), 132–146.

Syahidah, A., & Umasugi, S. (2021). Developing speaking assessment rubrics for EFL learners. *Journal of English Language Studies*, 6(2), 145–156.

Thu, H. T. (2019). Measuring oral communication skills in EFL learners. *Asian Journal of Education Research*, 7(4), 55–67.



Appendix 8. Student's name of Experimental Group (Class XI-1)

NO	Name (Initials)	Sex
1	A.A.I.W.P.W.	P
2	I.G.A.P.I.M.	-
3	I.N.Y.A	L
4	Ni.K.R.K	P
5	Ni.L.R	P
6	Ni.W.D	P
7	Pu.U.P	P
8	R.B.A	P
9	R.P.M	P
10	I.N.A.A.S	L
11	Ni.M.K.L	P
12	D.A.R	P
13	I.G.B.P	L
14	Ni.K.I.M	P
15	Ni.N.S.J.P	P
16	Ni.P.B.A.S.D	P
17	A.A.I.G	P
18	D.R.N.A	P
19	K.C.C.D	P
20	K.D.J.P.W	P
21	Ni.K.R.P.P	P
22	Ni.K.S.M	P
23	Ni.K.A.P.M	P
24	B.K.A	L
25	I.K.B.M.W	L
26	I.K.Y.M.P	L
27	I.M.R.D.J	L
28	Ni.K.D.M.A.D	P
29	Ni.K.P.P.D	P
30	Ni.N.N.A.P	P
31	Ni.P.K.C.P	P
32	Ni.P.S.W.C.P	P
33	Ni.P	P
34	P.N.K	P
35	Ni.N.P.S	P



Note:

The second student in attendance, named I Gusti Agung Putri Indira Viano M, has withdrawn from school.

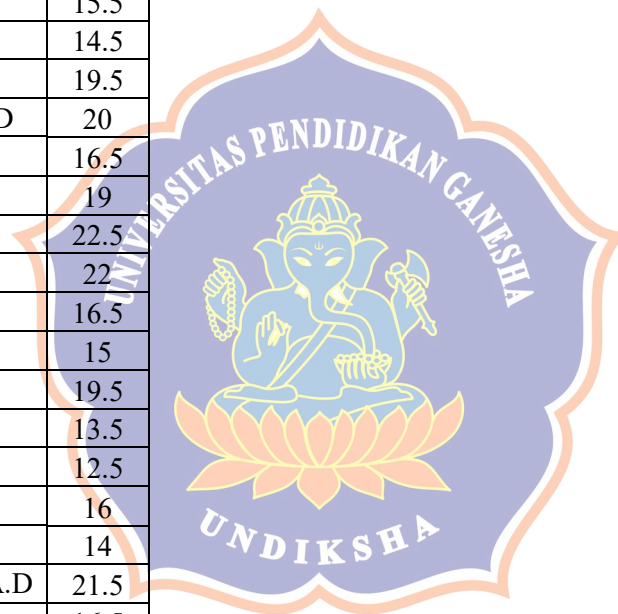
Appendix 9. Student's name of Control Group (Class XI-7)

NO	Name (Initials)	Sex
1	F.A	L
2	I.G.S.W	L
3	I.M.H.L	L
4	K.H.K.L	P
5	Ni.P.E.B.R	P
6	Ni.P.L.N.R	P
7	P.M.Hana.P	P
8	R.N.T.N	L
9	A.W.V	L
10	I.G.A.N.R.R	L
11	I.K.Y.P	L
12	I.P.E.S	L
13	I.P.S.R.E.P	L
14	P.A.S.D.M	L
15	W.N.A	P
16	W.K.J.P.G	L
17	E.B.D.L	L
18	G.E.P	L
19	I.G.N.K.K	L
20	I.M.S.W	L
21	K.D.V.P	L
22	A.M.D	L
23	G.A.P.N.S.M	P
24	I.G.H.I.W	L
25	I.G.A.G.A.P	P
26	I.G.A.I.M.C	P
27	I.M.Y.S	L
28	Ni.N.B.I.P	P
29	Ni.P.A.T.D	P
30	Ni.P.K.D.S	P
31	P.A.A.G	L
32	Ni.P.A.A.K.A	P
33	S.G.S.K	L
34	I.K.G.S	L
35	A.A.G.S.L	L



Appendix 10. Experimental Group Speaking Competency Post-Test Score

NO	Name	Score
1	A.A.I.W.P.W.	21.5
2	I.G.A.P.I.M.	0
3	I.N.Y.A	23
4	Ni.K.R.K	15
5	Ni.L.R	20
6	Ni.W.D	20.5
7	Pu.U.P	21
8	R.B.A	19
9	R.P.M	20
10	I.N.A.A.S	15
11	Ni.M.K.L	23
12	D.A.R	18.5
13	I.G.B.P	15.5
14	Ni.K.I.M	14.5
15	Ni.N.S.J.P	19.5
16	Ni.P.B.A.S.D	20
17	A.A.I.G	16.5
18	D.R.N.A	19
19	K.C.C.D	22.5
20	K.D.J.P.W	22
21	Ni.K.R.P.P	16.5
22	Ni.K.S.M	15
23	Ni.K.A.P.M	19.5
24	B.K.A	13.5
25	I.K.B.M.W	12.5
26	I.K.Y.M.P	16
27	I.M.R.D.J	14
28	Ni.K.D.M.A.D	21.5
29	Ni.K.P.P.D	16.5
30	Ni.N.N.A.P	20.5
31	Ni.P.K.C.P	20
32	Ni.P.S.W.C.P	21
33	Ni.P	16
34	P.N.K	18
35	Ni.N.P.S	18



Appendix 11. Control Group Speaking Competency Post-Test Score

NO	Name	Score
1	F.A	23
2	I.G.S.W	13
3	I.M.H.L	10
4	K.H.K.L	16
5	Ni.P.E.B.R	16
6	Ni.P.L.N.R	17
7	P.M.Hana.P	20
8	R.N.T.N	16
9	A.W.V	9.5
10	I.G.A.N.R.R	17
11	I.K.Y.P	10.5
12	I.P.E.S	10
13	I.P.S.R.E.P	22
14	P.A.S.D.M	13
15	W.N.A	13
16	W.K.J.P.G	10
17	E.B.D.L	22
18	G.E.P	17
19	I.G.N.K.K	14
20	I.M.S.W	15
21	K.D.V.P	23
22	A.M.D	15.5
23	G.A.P.N.S.M	10.5
24	I.G.H.I.W	11
25	I.G.A.G.A.P	10
26	I.G.A.I.M.C	21
27	I.M.Y.S	10
28	Ni.N.B.I.P	12
29	Ni.P.A.T.D	9.5
30	Ni.P.K.D.S	12
31	P.A.A.G	14
32	Ni.P.A.A.K.A	11.5
33	S.G.S.K	10
34	I.K.G.S	9
35	A.A.G.S.L	19



Appendix 12. Experimental Group Attitude Score

NO	Name	Score
1	A.A.I.W.P.W.	66
2	I.G.A.P.I.M.	0
3	I.N.Y.A	76
4	Ni.K.R.K	68
5	Ni.L.R	68
6	Ni.W.D	63
7	Pu.U.P	75
8	R.B.A	82
9	R.P.M	60
10	I.N.A.A.S	63
11	Ni.M.K.L	71
12	D.A.R	52
13	I.G.B.P	63
14	Ni.K.I.M	60
15	Ni.N.S.J.P	68
16	Ni.P.B.A.S.D	69
17	A.A.I.G	60
18	D.R.N.A	24
19	K.C.C.D	75
20	K.D.J.P.W	82
21	Ni.K.R.P.P	76
22	Ni.K.S.M	60
23	Ni.K.A.P.M	68
24	B.K.A	67
25	I.K.B.M.W	58
26	I.K.Y.M.P	60
27	I.M.R.D.J	60
28	Ni.K.D.M.A.D	70
29	Ni.K.P.P.D	59
30	Ni.N.N.A.P	64
31	Ni.P.K.C.P	81
32	Ni.P.S.W.C.P	65
33	Ni.P	59
34	P.N.K	70
35	Ni.N.P.S	71



Appendix 13. Control Group Attitude Score

NO	Name	Score	Score Normalization
1	F.A	26	81.25
2	I.G.S.W	21	65.63
3	I.M.H.L	24	75
4	K.H.K.L	24	75
5	Ni.P.E.B.R	22	68.75
6	Ni.P.L.N.R	25	78.13
7	P.M.Hana.P	23	71.88
8	R.N.T.N	24	75
9	A.W.V	24	75
10	I.G.A.N.R.R	25	78.13
11	I.K.Y.P	20	62.5
12	I.P.E.S	21	65.63
13	I.P.S.R.E.P	26	81.25
14	P.A.S.D.M	20	62.5
15	W.N.A	21	65.63
16	W.K.J.P.G	20	62.5
17	E.B.D.L	25	78.13
18	G.E.P	22	68.75
19	I.G.N.K.K	28	87.5
20	I.M.S.W	23	71.88
21	K.D.V.P	28	87.5
22	A.M.D	24	75
23	G.A.P.N.S.M	25	78.13
24	I.G.H.I.W	28	87.5
25	I.G.A.G.A.P	26	81.25
26	I.G.A.I.M.C	24	75
27	I.M.Y.S	24	75
28	Ni.N.B.I.P	24	75
29	Ni.P.A.T.D	24	75
30	Ni.P.K.D.S	26	81.25
31	P.A.A.G	25	78.13
32	Ni.P.A.A.K.A	23	71.88
33	S.G.S.K	27	84.38
34	I.K.G.S	22	68.75
35	A.A.G.S.L	20	62.5

Appendix 14. Student Perception Questionnaire on Vlog Multimodal-Based

Instruction

Purpose:

This questionnaire aims to explore students' opinions and experiences in learning English speaking through vlog-making using sustainable travel topics.

Instructions:

Please read each statement carefully and tick (✓) the box that best describes your opinion.

Scale	Meaning
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Part A: Engagement and Motivation

No.	Statement	1	2	3	4	5
1	I enjoy learning English through vlog-making activities.					
2	Creating a vlog makes me more interested in English lessons.					
3	Vlog activities encourage me to speak English more confidently.					
4	I feel motivated to improve my English pronunciation for the vlog.					
5	The use of sustainable travel topics makes learning more meaningful.					

Part B: Speaking and Writing Development

No.	Statement	1	2	3	4	5
6	Vlog-based learning helps me organize my ideas in English more clearly.					
7	Making a vlog helps me speak more fluently in English.					
8	Writing the vlog script helps me improve my grammar and vocabulary.					
9	I can express my thoughts better in English after making a vlog.					
10	The feedback from the teacher helps me improve my speaking and writing performance.					

Part C: Multimodal Learning and Collaboration

No.	Statement	1	2	3	4	5
11	Using videos, images, and audio together makes learning more interesting.					
12	Vlog activities allow me to be creative with technology.					
13	I learn English better through a combination of visuals, sounds, and words.					
14	Collaborating with classmates during vlog projects improves my communication skills.					
15	I feel proud to share my vlog with others.					

Part D: Reflection and Challenges

No.	Statement	1	2	3	4	5
16	I find it easy to plan and record my vlog content.					
17	I can manage my time well when making the vlog project.					
18	I face difficulties speaking English naturally on camera.					
19	Technical issues (camera, editing) make the process challenging.					
20	Overall, vlog-based learning is an enjoyable and valuable experience.					

Answer these Questions!

1. What do you like most about learning English through vlog-making?
2. What difficulties did you face during the vlog project?
3. How do you think vlog-based learning could be improved in future lessons?
4. How does making a vlog about sustainable travel help you understand real-world issues?

Appendix 15. Teacher Perception Questionnaire on Vlog Multimodal-Based

Instruction

Item	Details
School	SMA Dwijendra, Denpasar
Class/Grade	XI (11th Grade)
Subject	English (EFL)
Topic/Activity	Vlog Multimodal-Based Lesson (Sustainable Travel Theme)
Researcher	Safrina Hulu
The English Teacher	I Gede Sutarma, S.S
Date	
Duration	07:00 – 09:30

Instructions:

Please rate each statement based on your observation of students during the vlog multimodal-based learning sessions.

Scale	Meaning
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

1 – Student Engagement and Motivation

No.	Statement	1	2	3	4	5
1	Students show enthusiasm when creating a vlog related to sustainable travel.					
2	Students participate actively during group discussions and vlog planning.					
3	The vlog-making activity increases students' confidence in speaking English.					
4	Students demonstrate responsibility and collaboration during vlog production.					
5	Students are more motivated to use English after engaging in vlog activities.					

2 – Language Improvement

No.	Statement	1	2	3	4	5
6	Students' pronunciation and fluency improve during the vlog performance.					
7	Students apply new vocabulary related to travel and sustainability topics.					
8	Students demonstrate better grammar accuracy in their vlog scripts.					

9	Students can express ideas more coherently in their speaking tasks.					
10	Students' writing skills improve through vlog script preparation.					

3 – Use of Multimodal Elements

No.	Statement	1	2	3	4	5
11	Students use visual, verbal, and audio modes effectively in their vlog.					
12	The integration of sustainable travel themes promotes creativity.					
13	Students demonstrate digital literacy skills (editing, video production).					
14	Multimodal design enhances the clarity and appeal of students' messages.					
15	Students successfully combine visuals and spoken English for audience impact.					

4 – Reflection and Pedagogical Outcomes

No.	Statement	1	2	3	4	5
16	Vlog multimodal-based instruction supports differentiated learning styles.					
17	Students become more autonomous and reflective learners through vlogging.					
18	The sustainable travel theme encourages critical thinking and awareness.					
19	The vlog project creates a positive and authentic learning atmosphere.					
20	I am interested in continuing vlog-based multimodal learning in future lessons.					

Open-Ended Reflection Questions

1. What noticeable improvements did you observe in students' speaking and writing abilities after the vlog project?
2. How did students respond to the integration of sustainable travel topics?
3. What were the most common challenges faced by students during vlog creation?
4. How did vlog-based instruction affect classroom dynamics and motivation?
5. What suggestions do you have to enhance the effectiveness of vlog multimodal-based instruction in the future?

Appendix 16. Student Perception Checklist on Conventional Learning (SMAS Dwijendra Denpasar)

Purpose:

This questionnaire aims to explore students' opinions and experiences in learning English speaking through textbook reading and oral explanation.

Instructions:

Please read each statement carefully and tick (✓) the box that best describes your opinion.

Scale	Meaning
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I understood the topic through the teacher's oral explanation and textbook.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I felt interested and motivated to learn through the traditional materials (text, picture, oral explanation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I had enough chance to speak or practice English orally in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I felt confident when speaking English during class activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The materials (text and pictures) were clear and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I felt comfortable and supported during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I enjoyed the learning activities even without video or multimedia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I think this lesson helped me improve my English speaking ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer these questions!

1. What did you like most about today's English lesson?
2. What did you find difficult or confusing in the lesson?
3. How did you feel about learning English through the teacher's oral explanation, textbook, and pictures?
4. Did you get enough opportunities to speak English in class? Why or why not?
5. What can the teacher do to help you become more confident in speaking English?



Appendix 17. Lesson Plan (Experimental Group)

School	: SMA Dwijendra Denpasar
Subject	: English
Grade/Semester	: XI-1 / Odd Semester
Topic	: Sustainable Travel in Bali
Main Skill	: Speaking
Learning Model	: Project-Based Learning (PjBL) (vlog creation, scripting, sustainable travel content, Students-Centered)
Duration	: 2 × 45 minutes (Meeting I)

A. Learning Outcomes

At the end of the lesson, students are able to:

1. Describe a sustainable travel destination through the travel destination pictures in Bali orally using clear and appropriate English.
2. Demonstrate improved speaking performance in terms of fluency, pronunciation, vocabulary, and coherence.
3. Produce an individual English-speaking vlog that integrates sustainable tourism content.
4. Communicate ideas confidently through spoken English in an authentic, real-world context.

B. Learning Materials

1. Topic Content
 - Definition of sustainable tourism
 - Examples of sustainable travel destinations in Bali (e.g., Penglipuran Village, Jatiluwih Rice Terraces, Mount Batur Sunrise, Coral Reef Conservation, Eco Village Bali, Tanah Lot Temple)
 - Sustainability practices (environmental protection, cultural preservation, community involvement)
2. Language Focus
 - Descriptive expressions (location, features, activities)
 - Present simple tense
 - Cause-effect expressions (because, so that, therefore)
 - Vocabulary related to tourism and sustainability
3. Media and Tools
 - Flashcards/pictures of sustainable travel destinations (e.g., Penglipuran Village, Jatiluwih Rice Terraces, Mount Batur Sunrise, Coral Reef Conservation, Eco Village Bali, Tanah Lot Temple)
 - Whiteboard
 - Markers
 - Sample sustainable travel vlog (teacher-provided)
 - Smartphone or camera
 - Project worksheet and speaking rubric
 - In-Focus

C. Learning Activities

1. Warming Up (10–15 minutes)

Teacher activities:

- Greets students and checks attendance.
- The teacher shows students of travel destinations images (e.g., Penglipuran Village, Jatiluwih Rice Terraces, Mount Batur Sunrise, Coral Reef

Conservation, Eco Village Bali, Tanah Lot Temple)or a brief video related to sustainable tourism in Bali.

- The teacher asks students to answer what place it is called/named based on the shown picture on the screen
- The teacher gives the student the chance to answer individually or collaboratively with the name of its related picture.
- The teacher gives them feedback
- Asks guiding questions:
 - “Have you ever visited any places from all the pictures?”
 - “How was your experience and what did you see there?”
 - “What do people do to protect the place?”

Student activities:

- Respond to questions orally.
- Share brief experiences or opinions about traveling in Bali.
- Identify examples of eco-friendly tourism practices.

2. Main Activity

This stage leads students for Project-Based Learning (PjBL) steps by guessing what place it is based on the description

- The Teacher divides students in groups of two with their partner sitting next to her.
- The Teacher shows the description one by one on the screen, then give the instruction: you and your partner will read a place description, then raise your hand 1 place of its description!
- Then, The teacher guides the students to run the activity smoothly till it finishes and gives the students feedback by asking them to read the description in turn

The place descriptions:

GUESS WHAT PLACE IS THIS !



1. This place is full of green steps on the hills. Farmers plant rice here, and many tourists love to take photos. Where is it?
2. This PLACE is near the sea. At high tide, it looks like it is floating on the water. Tourists come to see the sunset. What is it?
3. This place is made from bamboo and natural materials. People here learn about eco-friendly living, farming, and culture. Where could this be?
4. Under the water, many colorful fish live here. Divers and tourists enjoy seeing the marine life. We must protect this place. What is it?
5. This is a place where people climb early in the morning. From the top, they can see the sun rise. What is the name of this place?

Then, the Teacher invites all students to :

- Respond to questions orally like : 1. What (Place) 2. Why (special) 3. Why (tourists visit)

- Share brief experiences or opinions about the questions.
- Identify examples of eco-friendly tourism practices.

Assignment:

You are a tour guide, choose 1 place! Introduce the place to your friend!

Then, the teacher gives out the scripting worksheet paper to do scripting for their performance in front of their friend.

3. Closing

Teacher activities:

- Leads reflection questions:
 - “What did you learn about sustainable travel?”
 - “How did making a vlog help your speaking?”
- Summarizes key learning points (speaking skills and sustainability values).

Student activities:

- Reflect on their learning experience.
- Share challenges and benefits of speaking through a vlog.
- Submit or prepare final vlog product.

The English Teacher of the Class XI-1
Undiksha,
and XI-7 SMAS Dwijendra Denpasar,

A Postgraduate Student of
As a Researcher,

(I Gede Sutarma, S. S)

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Lesson Plan (Experimental Group)

School	: SMA Dwijendra Denpasar
Subject	: English
Grade/Semester	: XI-1 / Odd Semester
Topic	: Sustainable Travel in Bali
Main Skill	: Speaking
Learning Model	: Project-Based Learning (PjBL) (vlog creation, scripting, sustainable travel content, Students-Centered)
Duration	: 2 × 45 minutes (Meeting II)

A. Warm up activity

- At the beginning, the Teacher greets student in a warm tone
- Then, the teacher asks students to pray based on their way of religion
- subsequently, the teacher leads students to watch 2 short videos
- The teacher gives instruction : Listen to the short video and answer the question afterwards: 1. Is the short video a drama, a vlog, a movie, or a film ? 2. Why is it so? 3. Where are the places taken? 2.

B. Main Activity

- The Teacher explains about the definition and characteristics of a vlog.
- The teacher also gives a vlog scripting sample shown on the screen (Opening, Body and Closing parts
- Let students read it in turn and have a discussion with students about the content of the vlog script
- Get students's feedback

Then, the Teacher invites all students to :

- Respond to questions orally : 'Explain what do people do that supports the environment, community, and culture so it can continue for a long time without harm. What do people do to protect the environment from the place ?'
- Share brief experiences or opinions about the questions.
- Identify examples of eco-friendly tourism practices.

The Assignment for students:

The teacher gives the instruction (on Screen):

“Imagine you are a travel vlogger promoting sustainable tourism. Create a 3-5 english vlog about one eco-friendly destination. Introduce the place, describe its sustainable practices, and explain why travelers should visit responsibly”

The working process like :

a. Project Orientation (10 minutes)

- The Teacher explains the project: Sustainable Travel Vlog Production.
- The Teacher presents the task objectives, requirements, duration (3–5 minutes), and assessment criteria.
- Students watch a short model vlog.

b. Planning and Scripting (20 minutes)

- Students individually choose one sustainable tourism destination in Bali.
- Students draft a short script (200–250 words) covering:
 - Name and location
 - Sustainability practices

- Activities for visitors
- Reasons for preservation
- The teacher provides scaffolding and language support.
- c. Project Development (20 minutes)
 - Students rehearse their speaking using the script.
 - Students begin recording their vlog (in or outside class if needed).
 - The Teacher monitors pronunciation, fluency, and confidence.
- d. Presentation / Submission (15 minutes)
 - Selected students present short excerpts or upload recorded a vlog provided the G-drive link.
 - The Teacher gives brief oral feedback focusing on speaking performance.

C. Closing

Teacher activities:

- Leads reflection questions:
 - “What did you learn about sustainable travel?”
 - “How did making a vlog help your speaking?”
- Summarizes key learning points (speaking skills and sustainability values).
- Explains post-test expectations and submission deadline.

Student activities:

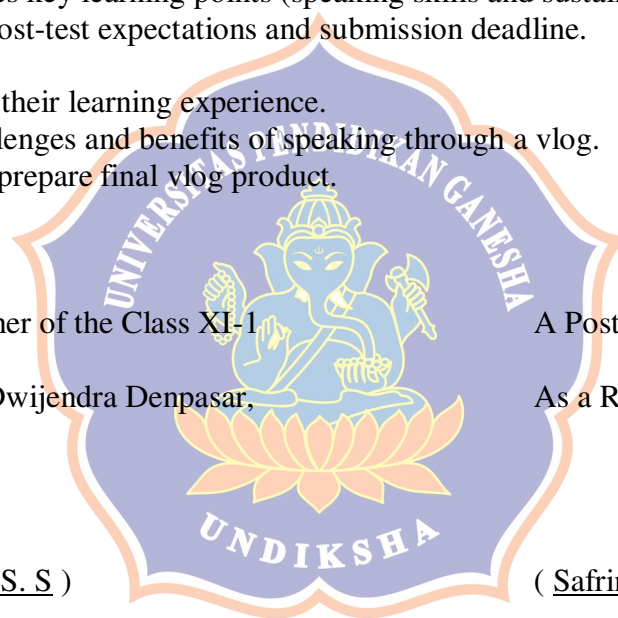
- Reflect on their learning experience.
- Share challenges and benefits of speaking through a vlog.
- Submit or prepare final vlog product.

The English Teacher of the Class XI-1
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Appendix 18. Lesson Plan (Control Group)

School	: SMA Dwijendra Denpasar
Subject	: English
Grade/Semester	: XI / Odd Semester
Topic	: Sustainable Travel in Bali
Main Skill	: Speaking
Learning Model	: Conventional (Textbook-Based, Teacher-Centered)
Duration	: 2 × 45 minutes (Meeting I)
Method	: Teacher-centered
Mode	: Textbook reading + oral explanation
Media	: Text, pictures, whiteboard

A. Learning Outcomes

At the end of the lesson, students are able to:

1. Describe a sustainable travel destination through pictures orally using clear and appropriate English.
2. Answer a few questions orally through finding the antonym words in the text with their partner.
3. Answer a few questions by scanning and skimming the answer through the text orally.
4. Demonstrate improved speaking performance in terms of fluency, pronunciation, vocabulary, and coherence through Reading.
5. Communicate ideas confidently through spoken English through interviewing students' experience visiting destinations and asking their opinions.

B. Learning Materials

1. Topic Content
 - Definition of sustainable tourism
 - Examples of sustainable travel destinations in Bali (e.g., Penglipuran Village, Jatiluwih Rice Terraces, Mount Batur Sunrise, Coral Reef Conservation, Eco Village Bali, Tanah Lot Temple)
 - Sustainability practices (environmental protection, cultural preservation, community involvement)
2. Language Focus
 - Descriptive expressions (location, features, activities)
 - Present simple tense
 - Cause-effect expressions (because, so that, therefore)
 - Vocabulary related to tourism and sustainability
3. Media and Tools
 - Flashcards/pictures of sustainable travel destinations (e.g., Penglipuran Village, Jatiluwih Rice Terraces, Mount Batur Sunrise, Coral Reef Conservation, Eco Village Bali, Tanah Lot Temple)
 - Whiteboard
 - Markers
 - Sample sustainable travel vlog (teacher-provided)
 - Project worksheet and speaking rubric
 - In-Focus

C. Learning Activities

1. Warming Up

Teacher activities:

- Greets students and checks attendance.
- The teacher shows students of travel destinations images (e.g., Penglipuran Village, Jatiluwih Rice Terraces, Mount Batur Sunrise, Coral Reef Conservation, Eco Village Bali, Tanah Lot Temple)or a brief video related to sustainable tourism in Bali.
- The teacher asks students to answer what place it is called/named based on the shown picture on the screen
- The teacher gives the student the chance to answer individually or collaboratively with the name of its related picture.
- The teacher gives them feedback
- Asks guiding questions:
 - “Have you ever visited any places from all the pictures?”
 - “How was your experience and what did you see there?”
 - “What do people do to protect the place?”

Student activities:

- Respond to questions orally.
- Share brief experiences or opinions about traveling in Bali.
- Identify examples of eco-friendly tourism practices.

2. Main Activity

a. Reading Activity

- The teacher asks students to look at the text of the descriptive text about Sustainable Tourism in Bali.

Sustainable places in Bali

Bali is one of the most popular travel destinations in the world. However, the growth of tourism has also brought challenges, such as waste management, overuse of natural resources, and cultural commercialization. To respond to these issues, many local communities in Bali have started to promote eco-friendly tourism, which encourages visitors to respect the environment and local culture.

One example is Penglipuran Village, known for its clean environment and traditional Balinese architecture. The villagers work together to keep their surroundings tidy and limit the use of plastic. Tourists are encouraged to follow local customs, wear traditional clothing, and participate in cultural activities such as making offerings and traditional dances.

Another initiative is Nusa Penida’s coral restoration project, where travelers can join local divers to plant coral fragments and learn about marine conservation. Through these activities, visitors not only enjoy the natural beauty of Bali but also contribute to protecting it.

Sustainable tourism teaches us that traveling responsibly helps preserve the environment, support local economies, and maintain the unique culture of destinations like Bali for future generations.

- The teacher divides students in pairs and gives the instruction: Read the text ! Listen to the word! Find 1 antonym word in the text! Raise your hand! (unknown ; dirty; messy; contemporary; artificial; destructive)
- Students read the text, scan and find the antonym of the word.
- The teacher gets the students’ feedback, having them answer to the given words.
- Then, the teacher gives them feedback

- The teacher and the students read the text in turn by calling one name.
- Students listen carefully to pronunciation, stress, and intonation of corrected words while reading the text out loud together in the class.
- The teacher gives them feedback.
- The Teacher highlights key vocabulary from the text:
- The teacher models pronunciation.
- Students repeat the words and selected sentences chorally and individually.

Guided Speaking Practice of the text;

Students answer oral questions based on the text:

1. Why is Bali a popular travel destination?
2. What problems are caused by tourism growth in Bali?
3. How do villagers in Penglipuran Village keep their environment clean?
4. What activities can tourists do in Penglipuran Village?
5. What is the coral restoration project in Nusa Penida?

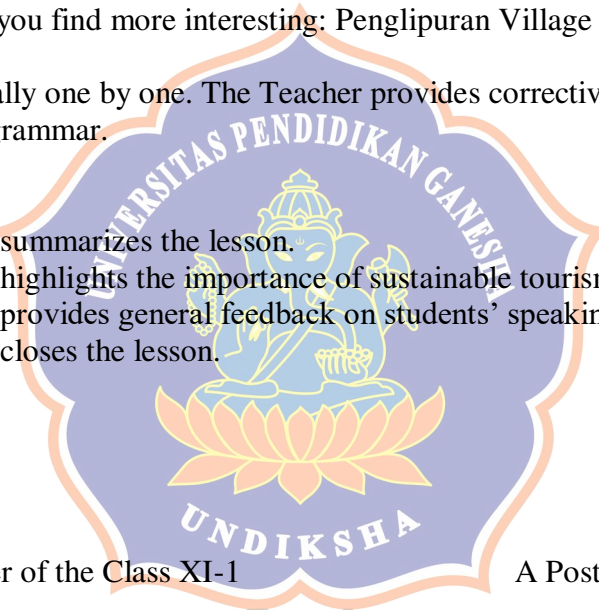
Oral Opinion Questions:

6. Why is sustainable tourism important?
7. Which place do you find more interesting: Penglipuran Village or Nusa Penida? Why?

Students answer orally one by one. The Teacher provides corrective feedback on pronunciation and grammar.

3. Closing Activity

- The teacher summarizes the lesson.
- The teacher highlights the importance of sustainable tourism.
- The teacher provides general feedback on students' speaking performance.
- The teacher closes the lesson.



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Lesson Plan (Control Group)

School	: SMA Dwijendra Denpasar
Subject	: English
Grade/Semester	: XI / Odd Semester
Topic	: Sustainable Travel in Bali
Main Skill	: Speaking
Learning Model	: Conventional (Textbook-Based, Teacher-Centered)
Duration	: 2 × 45 minutes (Meeting II)
Method	: Teacher-centered
Mode	: Textbook reading + oral explanation
Media	: Text, pictures, whiteboard

A. Learning Objectives

The session aims to obtain qualitative data on:

1. Students' engagement and motivation during Reading text-based learning and pictures.
2. Perceived development of English speaking skills through oral practice by interviewing students Individually.
3. Students' understanding of sustainable tourism content from the travel destination pictures.
4. Students' attitudes toward traditional English learning methods.

B. Teaching Materials Used

- Printed travel destinations Images of sustainable tourism in Bali
- Teacher oral explanation and modeling
- Blackboard / Whiteboard
- Printed pictures (static images only)

C. Learning Activities

1. Warm-Up Activity

- The teacher greets students and explains the purpose of the discussion.
- The teacher shows again the pictures of travel destination places using flashcards.
- The Teacher gets students' feedback.
- The Teacher emphasizes that this is not a test
- The Teacher ensures confidentiality and voluntary participation.
- The Teacher asks permission to record responses.

Student Activities:

- Listen and respond
 - Ask clarification if necessary
- #### 2. Main Activity
- The teacher introduces the discussion theme by explaining that students are invited to share their learning experiences during English lessons conducted through reading activities and pictures of travel destinations
 - The teacher emphasizes that there are no right or wrong answers and that honest responses are encouraged.
 - The teacher invites students one by one to respond orally. Students are given sufficient time to express their opinions without interruption. If a student provides a short or unclear answer, the teacher uses neutral follow-up prompts such as:

- “Can you explain a little more?”
- “Why do you think that activity helped you?”
- The teacher occasionally paraphrases students’ answers to confirm understanding and to help maintain coherence in the discussion. Key points related to student engagement and participation are noted for later transcription and analysis.
- With prior consent, the teacher records the discussion using a video recorder. Brief observational notes (e.g., student enthusiasm, hesitation, turn-taking) may also be taken to support data triangulation.

The Guiding Questions:

Part 1 – Learning Experience

1. Have you ever visited any places from all the pictures (Students are shown a picture of a popular tourism destination in Bali (e.g., Penglipuran Village, Jatiluwih Rice Terraces, Mount Batur Sunrise, Coral Reef Conservation, Eco Village Bali, Tanah Lot Temple)
2. How was your experience and what did you see there?
3. What do people do to protect the place?
4. How did you feel during the speaking lessons using textbooks and teacher explanations?
5. Did you find the lessons interesting or boring? What made you feel that way?
6. What kinds of speaking activities did you do most often (e.g., reading aloud, dialogue practice, answering questions)?

Part 2 – Speaking Improvement

4. In what ways do you think your English speaking improved after these lessons?
5. What parts of the lessons were difficult or uncomfortable for you?

Part 3 – Motivation and Attitudes

6. How motivated were you to speak English during the lessons?
7. Did you practice speaking English outside class? Why or why not?

Part 4 – Suggestions

8. What changes or new ideas would you like to see in future English speaking classes?
9. If you could design your own English lesson, what would it look like?

3. Closing

- The Teacher summarizes key responses.
- The Teacher thanks students for participation.

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Appendix 19. Power point Material (Experimental Group)

https://drive.google.com/file/d/1dFkkyq_7rFF71OcmjE8mbEOggiXM4iyw/view?usp=sharing

Appendix 20. Power point Material (Control Group)

<https://drive.google.com/file/d/1itsTQ3r5TULJ22SpDAomADVYyjV0vg59/view?usp=sharing>

Appendix 21. The Students' Vlog Scripts Post Test

[https://docs.google.com/document/d/1x8_MDcXVW-](https://docs.google.com/document/d/1x8_MDcXVW-MnNdaNEeVfajwDsOQ9OaWy/edit?usp=sharing&oid=104510136279052478805&rtpof=true&sd=true)

[MnNdaNEeVfajwDsOQ9OaWy/edit?usp=sharing&oid=104510136279052478805&rtpof=true&sd=true](https://docs.google.com/document/d/1x8_MDcXVW-MnNdaNEeVfajwDsOQ9OaWy/edit?usp=sharing&oid=104510136279052478805&rtpof=true&sd=true)

Appendix 22. The Students' Vlog Scripts Post Test Task Pictures

[https://drive.google.com/drive/folders/1OhG5_S6L5W-UMs9UR2OD-](https://drive.google.com/drive/folders/1OhG5_S6L5W-UMs9UR2OD-oKdecBERqHq?usp=sharing)

[oKdecBERqHq?usp=sharing](https://drive.google.com/drive/folders/1OhG5_S6L5W-UMs9UR2OD-oKdecBERqHq?usp=sharing)



Appendix 23. Documentation

Shared with me > TUGAS VLOG 2 XI.1 SMA... ▾



Type ▾ People ▾ Modified ▾ Source ▾

Name ↑	Owner	Date modified	File size	Sort
(REVISI) Ni Kadek Dina Mas Artika Dewi 27.mp4	dinamas1611@gmail.com	Feb 8	210.4 MB	⋮
(REVISI) Ni Putu Kirana Cahaya Putri XI.1 (30)	kiranaatugas0@gmail.com	Feb 8	145 MB	⋮
1_A.A Istri W.PW.mp4	awixyanaa@gmail.com	Nov 4, 2025	289.8 MB	⋮
03_I Nyoman Yogeshvara Ananda	yogeshvaraananda@gma...	Dec 1, 2025	257.9 MB	⋮
05_Ni Luh Rasmini Vlog 2.mp4	permanasariuttaridevi	Nov 4, 2025	38.6 MB	⋮
07_Putu Uttaridevi Permanasari.mp4	permanasariuttaridevi	Nov 4, 2025	301.7 MB	⋮
09_Ririn Putri Mailani.mov	ririn20002@gmail.com	Nov 4, 2025	107.5 MB	⋮
10.I Nyoman Ananda Adi Saputra(XI.1)	adis11122008@gmail.com	Dec 8, 2025	86.4 MB	⋮
23_Ni Komang Avita Pradnya Maharani	avitamaharani21@gmail.c...	Dec 9, 2025	171.1 MB	⋮
26_I Kadek Yoga Mandala Putra (Vlog2)	yogamandalaputra11080...	Dec 10, 2025	162.7 MB	⋮

