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Thesis Title : Students' Perceptions toward Teaching Speaking Using Instagram in SMA Dr. Soetomo Surabaya

The Thesis supervisions have been completed on 23 January 2020

No.	Dates	Materials	Advisor
1.	19-12-2019	Revision chapter III	
2.	26-12-2019	Acc chapter III	
3.	02-01-2020	Major revision chapter IV	
4.	07-01-2020	Minor revision chapter IV	
5.	09-01-2020	Acc chapter IV	
6.	13-01-2020	Revision chapter V	
7.	14-01-2020	Acc chapter V and References	
8.	21-01-2020	Revision chapter II	
9.	22-01-2020	Acc chapter II, revision chapter I	
10.	23-01-2020	Acc chapter I and abstract	

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THESIS REVISION FORM

Student's name : Frida Widiyaningrum
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Speaking Using Instagram in SMA Dr.
Soetomo Surabaya
Examiner 1 : Fajar Susanto, S.S., M.Pd.
Examiner 2 : Salim Nabhan, S.Pd., M.A.

No	Materials	Examiner 1	Examiner 2
1	Gramatical		
2	Spelling		
3	Selected data		

The deadline for the corrected or revised thesis: two weeks after the thesis examination.

Examiner 1,

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Examiner 2

Salim Nabhan, S.Pd., M.A.
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INTERVIEW

No.	Question	Student's perception
1.	<p>Apa yang kamu pikirkan tentang media ini? (What do you think about this media?)</p>	<p>Student 1 <i>Dari instagram, saya bisa belajar berbahasa dan tempat berbagai informasi terbaru dan terkini</i> (From Instagram, I can learn the latest and most recent places and information)</p>
		<p>Student 2 <i>Instagram itu tempat unuk membagikan momen melalui video atu foto</i> (Instagram is a place to share moments through videos or photos)</p>
		<p>Student 3 <i>Instagram itu bagus, beritanya bisa tersebar ke seluruh dunia. Saya bisa melihat video story dan uplod temen.</i> (Instagram is good, news can spread throughout the world. I can see my friend's story and upload videos)</p>
		<p>Student 4 <i>Tempat membagikan foto dan video kehidupan dan momen momen indah bersama keluarga atau teman</i> (place for share photos and videos of beautiful events and moments with family or friends)</p>
		<p>Student 5 <i>Media ini sangat menyenangkan karna media ini sangat populer di kalangan remaja remaja</i> (This medium is funnier because it is very popular among teenagers)</p>
		<p>Student 6 <i>Media yang sangat di minati oleh banyak remaja, terus tempat untuk mencari rejeki dan mendapatkan informasi terkini</i></p>

		<p>(Media that is very interested in by many teens, then this medium to look for fortune and get the latest information)</p> <p>Student 7 <i>Tempat sumber berita terbaru, dan tempat berbagai moment kehidupan dengan orang terkasih melalui video atau foto dan di upload di feed atau instastory</i> (For the latest news sources, and place for share life moments with loved ones via video or photos and upload them in feeds or instastory)</p> <p>Student 8 <i>Instagram adalah aplikasi yang sangat baik, dan populer di kalangan remaja. Instagram dapat memotivasi saya bisa berteman dengan orang banyak dan berbagi momen kepada setiap orang dan belajar bahasa baru di negara lain</i> (Instagram is a very good and popular application for teenagers. Instagram can motivate me to share with many people and share moments to everyone and learn a new language in another country)</p>
2.	<p>Apa yang kamu pikirkan tentang pengajaran berbicara? (What do you think about teaching speaking?)</p>	<p>Student 1 <i>Pelajaran berbicara adalah belajar berani untuk berbicara di depan umum</i> (Speaking lessons are learning that is difficult to speak in public)</p> <p>Student 2 <i>Pengajaran berbicara adalah guru memberikan tugas kepada siswa, dan siswa mempersentasikan tugas dengan kemampuan berbicara</i> (Teaching speaking is the teacher's give students assignment, and students presented assignments with speaking skills.)</p> <p>Student 3 <i>Siswa disuruh mempersentasikan kedepan kelas</i> (Students presented in front of class)</p>

		<p>Student 4 <i>Siswa melakukan kemampuan berbicara kepada khalayak umum</i> (Students did about the ability to speak to the public)</p> <p>Student 5 <i>Pelajaran berbicara sangat baik untuk remaja, karna pelajaran berbicara sangat menguntungkan, karna banyaknya remaja sekarang yang tidak berani berbicara bahasa inggris dengan orang lain</i> (Speaking lessons are very good for teenagers, because speaking lessons are very beneficial, for many teenagers now do not challenge speaking English with others)</p> <p>Student 6 <i>Ya, seperti di suruh presentasi di depan gitu</i> (Yes, like I presented in front of that)</p> <p>Student 7 <i>Siswa berbicara di depan kelas</i> (Students speak in front of the class)</p> <p>Student 8 <i>Berkomunikasi atau berdialog dengan orang lain, bertukar pendapat, presentasi hasil belajar, pidato dan membaca puisi di depan kelas.</i> (Communicate or dialogue with others, exchange opinions, present learning outcomes, speeches and read poetry in front of the class.)</p>
3.	<p>Apakah media ini membantu kamu dalam belajar berbicara? (Does this medium help you to study speaking ?)</p>	<p>Student 1 <i>Sangat membantu karna , kita bisa membuat video dan kreatifitas dalam pembuatan video.</i> (Very helpful because, we can make video and creativity in making videos)</p> <p>Student 2 <i>Ya, sangat membantu.</i> (Yes, very helpful)</p> <p>Student 3</p>

		<p><i>Ya, sangat membantu saya menjadi lebih pede</i> (Yes, really helped me become more confident)</p> <p>Student 4 <i>Ya, membantu saya untuk meningkat kan kreativitas dalam membuat video Samantha</i> (Yes helps me to increase creativity in making videos)</p> <p>Student 5 <i>Ya, media Instagram membantu saya dalam berbicara, karna media ini sangat menyenangkan dan membuat belajar saya menjadi lebih enjoy</i> (Yes, Instagram media helps me in speaking because this media is very fun and makes me more enjoyable to study)</p> <p>Student 6 <i>Ya, menbatu saya meningkatkan kepedean saya</i> (Yes, help me improve my confidence)</p> <p>Student 7 <i>Ya, karna tidak bertatap langsung dengan teman Aldo</i> (Yes, because not face to face with friends)</p> <p>Student 8 <i>Ya media Instagram suatu media yang sangat membantu dalam saya belajar berbicara Sella</i> (Yes Instagram media is a medium that is very helpful in me learning to speak)</p>
4.	<p>Apakah kamu berpikir media ini menguntungkan? (Do you think this medium have benefits ?)</p>	<p>Student 1 <i>Sangat menguntungkan, karna saya menjadi lebih pede berbicara di depan umum.</i> (Very profitable, because I became more confident in public speaking)</p> <p>Student 2 <i>Ya, saya jadi lebih pede</i> (yes I became more confident.)</p> <p>Student 3</p>

		<p><i>Ya, sangat menguntungkan, saya bisa belajar berbahasa Inggris melalui story artis luar negeri</i> (Yes, very profitable, I can learn to speak English through the story of foreign artists)</p>
		<p>Student 4 <i>Ya, saya menjadi lebih pede saat berbicara</i> (Yes, I become more confident when talking)</p>
		<p>Student 5 <i>Ya, sangat menguntungkan karna media ini sangat membantu</i> (Yes, very profitable because this media is very helpful)</p>
		<p>Student 6 <i>Saya menjadi lebih pede berbicara</i> (I became more confident talking)</p>
		<p>Student 7 <i>Ya, media ini sangat menguntungkan bagi saya yang pemalu dan takut berbicara di depan orang lain</i> (Yes, this media is very beneficial for me who is shy and afraid to speak in front of others)</p>
		<p>Student 8 <i>Ya , Instagram sangat menguntungkan bagi saya</i> (Yes, Instagram is very profitable for me)</p>
5.	<p>Apa yang kamu rasa ketika belajar menggunakan Instagram? (What do you feel when study use Instagram ?)</p>	<p>Student 1 <i>Setelah upload di Instagram, saya lebih enjoy dan percaya diri berbicara di depan umum. Karna di instagram kita tidak bertatap muka langsung dengan teman</i> (After uploading it on Instagram, I enjoy and confident speaking in public. Because on Instagram we don't meet face to face with friends.)</p>
		<p>Student 2 <i>Saya menjadi leluasa saat berbicara dan tanpa takut salah akan grammar dan spelling</i></p>

	(I became brave when I spoke and without fear of being mistaken about grammar and spelling)
	<p>Student 3 <i>Saya jadi lebih pede saat berbicara</i> (I become more confident when talking)</p>
	<p>Student 4 <i>Ya, karna dengan feed di instagram orang lain saya jadi tertarik belajar berbica. Dan saat saya di kasih tugas ini saya merasa sangat senang.</i> (Yes, because with feeds on other people's Instagram I became interested in learning to speak. And when I was given this assignment I felt very happy.)</p>
	<p>Student 5 <i>Senang sekali, karna kita dapat menyalurkan apa yang kita inginkan dan di tonton oleh orang lain penonton dapat mengkritik kekurangan saya</i> (very happy, because we can improving what we want and in watching by others the audience can criticize my shortcomings)</p>
	<p>Student 6 <i>Aku enang, karna saya bisa update instasroy dan feed instagram menggunakan bahasa inggris</i> (Iam happy, because I can update instasroy and Instagram feeds using English)</p>
	<p>Student 7 <i>Sangat senang karna saya tidak berbicara di depan kelas</i> (very happy because I did not speak in front of the class)</p>
	<p>Student 8 <i>Ketika saya belajar saya tidak mengalami kesulitan dan Instagram media yang sangat mudah di gunakan</i> (when I study I have no difficulty and Instagram media is very easy to use)</p>

<p>6. Apakah belajar menggunakan Instagram memotivasi kamu belajar berbicara? (Does learning using Instagram motivate you studying speaking?)</p>	<p>Student 1 <i>Iya, karna saya dapat mengembangkan kreativitas saya</i> (yes, because I can develop my creativity)</p>
	<p>Student 2 <i>Saya jadi termotivasi ingin belajar lebih berbahasa Inggris.</i> (I was motivated to want to learn more in English)</p>
	<p>Student 3 <i>Ya, saya jadi lebih ingin membuat video yang creative dan menyenangkan untuk di tonton , dan ingin membikin membuat video seperti masak masak menggunakan bahasa Inggris</i> (Yes, I want to make more creative, interesting and fun videos to watch, and want to make videos like cooking using English)</p>
	<p>Student 4 <i>Saya bisa belajar berbicara layaknya orang luar negeri, dan saya termotivasi membuat vlog seperti selebgram</i> (I can learn to speak like a foreign person, and I am motivated to make vlogs like celebrities)</p>
	<p>Student 5 <i>Membuat saya lebih ingin membuat video berbahasa Inggris, dengan sangat menarik agar penonton yang melihat saya di Instagram senang</i> (makes me more want to make videos in English, more interesting so that viewers who see me on Instagram are happy)</p>
	<p>Student 6 <i>Ya, saya termotivasi untuk lebih serius belajar berbicara menggunakan bahasa Inggris seperti orang asing</i> (Yes, I am motivated to be more serious about learning to speak using English like a stranger)</p>
	<p>Student 7</p>

		<p><i>Ya, memotivasi saya untuk pede berbicara bahasa Inggris di depan umum</i> (Yes, motivate me to be confident in speaking English in public)</p> <p>Student 8 <i>Instagram sangat memotivasi saya belajar berbicara, berkomunikasi, dan berkenalan dengan orang luar negeri.</i> (Instagram really motivates me learnig speaking, communicate, and get to know foreign people.)</p>
7.	<p>Apakah belajar menggunakan Instagram lebih menyenangkan daripada menggunakan buku teks? (Is learning using Instagram more enjoyable than using textbooks?)</p>	<p>Student 1 <i>Lebih menyenangkan belajar berbicara menggunakan Instagram dari pada LKS .</i> (it's more fun learning speaking using Instagram than LKS)</p> <p>Student 2 <i>Lebih menyenangkan menggunakan LKS, karna saya jadi dibully teman di kolom komentar saat upload video berbahasa inggris.</i> (It's more fun using LKS, because I was bullied by a friend in the comments column when uploading an English-language video.)</p> <p>Student 3 <i>Lebih menyenangkan berbicara di depan camera daripada di depan kelas</i> (It's more fun talking in front of the camera than in front of the class)</p> <p>Student 4 <i>Lebih menyenangkan belajar menggunakan kamera dan di upload di instagram daripada belajar menggunakan buku teks</i> (It's more fun learning to use a camera and uploading in Instagram than learning to use a textbook)</p> <p>Student 5</p>

		<p><i>Media ini menyenangkan karna di media ini semua orang dapat memberi krikitik dan saran. Media ini baik untuk remaja yang pemalu</i> (This medium is fun because in this media everyone can give advice and suggestions. This medium is good for shy teenagers)</p> <p>Student 6 <i>Lebih menyenangkan, karna kita hanya berbicara dengan kamera tanpa menatap teman</i> (It is more fun because we only talk to the camera without seeing friends)</p> <p>Student 7 <i>Menyenangkan menggunakan Instagram karna membutuhkan waktu sedikit dan mudah untuk di lakukan</i> (It is fun to use Instagram because it takes a little time and is easy to do.)</p> <p>Student 8 <i>Instagram lebih menyenangkan dari pada buku teks sih, tapi saya kesal karna harus cari internet yang bagus, saya harus cari wifi, saya harus beli kuota agar bisa upload. Sedangkan lks tidak.</i> (Istagram is more fun than textbooks, but I'm upset because I have to find a good internet, I have to find wifi, I have to buy a quota in order to upload it. Even though not.)</p>
8.	<p>Apakah menggunakan Instagram membuatmu lebih mudah untuk belajar berbicara? (Does using Instagram make it easy for you to learn speaking?)</p>	<p>Student 1 <i>Ya, media ini membuat saya lebih muda belajar bicara</i> (Yes, this media makes me more young learn to talk)</p> <p>Student 2 <i>Ya</i> (Yes, it does)</p> <p>Student 3 <i>Ya, lebih muda dan membuat saya lebih pede,</i></p>

	(Yes, younger and makes me more confident)
	<p>Student 4 <i>Ya, karna membuat saya lebih pede saat berbicara</i> (Yes, because it makes me more confident when talking)</p>
	<p>Student 5 <i>Membuat saya pede karna banyak orang yang melihat tentunya itu menjadi tempat belajar yang baik untuk berbicara di publik</i> (Make me confident because many people who see must be a good place to learn to speak in public)</p>
	<p>Student 6 <i>Ya, memudahkan saya</i> (Yes, make it easy for me)</p>
	<p>Student 7 <i>Ya, media ini memudahkan bagi saya yang pemalu</i> (Yes, this media provides for me who is shy)</p>
	<p>Student 8 <i>Ya, media ini membuat saya lebih mudah belajar berbicara</i> (Yes, this media makes it easier for me to learn to speak)</p>

OBSERVATION SHEETS

Meeting : first

Date : 21 October 2019

Students activity	Indicators	Score value					Note
		A	B	C	D	E	
Opening in the lessoon	<ul style="list-style-type: none"> • Students praying • Students preparing the lesson 	v	v				Students had good characteristic
Atititudes	<ul style="list-style-type: none"> • Students permition to teacher before leaving the class • Students greeting to teeacher before entering the classrom • Students are quite, when teacher giving information 	V	V		V		Some of students are noisy when teacherr giving information
Students' participation	<ul style="list-style-type: none"> • Students active discussion • Students enthusiastic to speak in front of class • Students active to doing assessment 		V			V	Students passive in the class , they didn't discussion in class, they weren't ask to teacher. They are unenthusiatic

							because they must called from the teacher to present their assigment, they are late to submitted assigment.
Language using	<ul style="list-style-type: none"> • Using english pronunciation • Intonation clearly 				V	V	Many wrong pronunciation in their speak. And when they are present intonation is not clearly.

A : 80 – 89, B : 70 – 79, C: 60 – 69, D: 50 – 59, E: 40 – 49.

Meeting : Second

Date : 26 October 2019

Students activity	Indicators	Score value					Note
		A	B	C	D	E	
Opening in the lessoon	<ul style="list-style-type: none"> • Students praying • Students preparing the lesson 					V V	The researcher observation in room.
Atititudes	<ul style="list-style-type: none"> • Students permition to teacher before leaving the class • Students greeting to teeacher before entering the classroom • Students are quite, when teacher giving informati on 	V V V					The researcher observe their attitudes from greeting in videos
Students' participatio n	<ul style="list-style-type: none"> • Students active 		V				Students active , because they

	<p>discussion</p> <ul style="list-style-type: none"> • Students enthusiastic to speak in front of class • Students active to doing assessment 				V	V	submitted their videos on time
Language using	<ul style="list-style-type: none"> • Using english pronunciation • Intonation clearly 	V				V	Many wrong pronunciation in their speak. But their intonation is clearly , because they are confident to speak

A : 80 – 89, B : 70 – 79, C: 60 – 69, D: 50 – 59, E: 40 – 49.

Meeting : third

Date : 28 October 2019

Students activity	Indicators	Score value					Note
		A	B	C	D	E	
Opening in the lessoon	<ul style="list-style-type: none"> • Students praying • Students preparing the lesson 	v	v				Students had good characteristic
Atititudes	<ul style="list-style-type: none"> • Students permetion to teacher before leaving the class • Students greeting to teeacher before entering the classroom • Students are quite, when teacher giving information 	V	V		V		Some of students are noisy when teacherr giving information
Students' participation	<ul style="list-style-type: none"> • Students active discussion • Students enthusiatic to speak in front of class 		V		V	V	Studentsactive in the class , they they were asked to teacher. They are enthusiatic because they present their

	<ul style="list-style-type: none"> Students active to doing assessment 						assignment without called from the teacher, they are on time to submitted assignment.
Language using	<ul style="list-style-type: none"> Using english pronunciation Intonation clearly 	V			V		Many wrong pronunciation in their speak. But their intonation is clearly , because they are confident to speak

A : 80 – 89, B : 70 – 79, C: 60 – 69, D: 50 – 59, E: 40 – 49.

LESSON PLAN

School	: SMA Dr. Soetomo Surabaya
Subject	: English
Topic	: To Wish and To Plan
Class/ semester	: X / Semester 1
School year	: 2019/2020
Time	: 4jp(2x meet)

A. Main Competency

1. To live and practice the teachings of the religion they hold.
2. To live and practice honest behavior, discipline, responsibility, care (cooperation, cooperation, tolerance, peace)), polite, responsive and pro-active and show attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves as a reflection of the nation in the world community.
3. Understanding, applying, analyzing factual, conceptual and procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with human, nationality, state and civilization insights related to the causes of phenomena and events, and applying procedural knowledge to the field-specific studies according to their talents and interests to solve problems.
4. processing, reasoning, and presenting in the realm of concrete (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, counting, drawing, and writing) related to the development of what is learned in schools independently, and able to use methods according to science.

A. Basic Competencies and Indicator of Achivement Competency

Basic Competencies	Indicator of Achievement Competency
3.3 Analyzing social functions, text structure, and linguistic elements to express and ask questions about the intention to do something, according to the context of its use.	1. Identify linguistic elements and text structure regarding I would like to and I am going to on the video.
4.3 Compile oral and written texts to state and inquire about intentions do something, by paying attention to social functions, text structures, and elements linguistic, correct and contextualized	1. Applying the structure of the text and linguistic elements to carry out social functions by the context of their use in everyday life. 2. Arranging sentences related to expressions to express and ask questions about the intention to do something with the correct linguistic elements and text structure.

C. Learning Objectives

After viewing the video, students can:

- Differentiate the uses and functions of I would like to and I'm going to.
- Completing sentences, expressing and asking questions related to the intention to do something
- Compose sentences related to expressions to express and ask questions about the intention to do something with the correct linguistic elements and text structure.

D. Learning materials

Social functions: Mention, describe, create inventory, and so on.

Related Linguistic Elements:

- The phrase I would like to and I'm going to.

Text Structure:

() The subject would like to v1 Object
She would like to buy a ticket.

(-) The subject would not like to v1 Object

She would not like to buy a ticket.

(?) would subject like to v1 object

Would she like to buy a ticket?

Be going to:

() Subject be (is / am / are) going to v1 Object

It's going to snow again soon

she is going to take a few exams at the end of the year.

(-) Subject be (is/am/are) not going to v1 Object

it's not going to snow again soon.

she is not going to take a few exams at the end of the year.

(?) be (am/is/are) subject going to V1 Object

is it going to snow again soon?

is she going to take a few exams at the end of the year?

Topics :

The use of expressions, linguistic elements and text structures to express and ask questions about the intention to do something in school, home, and the environment around students that can foster the behavior contained in the Information Commission.

E. Media, Tools and Learning Resources

Media

- Picture
- Video
- Power Point Presentation
- Instagram

Tool


- Laptop
- LCD
- Mobile phones

Learning Resources

- Class X English Language Teachers Book Curriculum
2013 2017 Revised Edition
- Class X English Subject Students Curriculum Book
2013 Revised Edition 2017

- Youtube.com
- Instagram.com

F. Learning Steps

MEETING (90 MIN)	
INTRODUCTION (10 MIN)	
<p>Teacher Orientation</p> <ul style="list-style-type: none"> • The teacher opens the class with greetings and asks how the students are doing. • One student leads a prayer in English. • The teacher is acquainted with students. • Teachers motivate to learn to students <p>Apperception</p> <ul style="list-style-type: none"> • The teacher shows a video about to wish and to plan. • Students are asked to sing the song on the video together 	
	<ol style="list-style-type: none"> 1. What is the song about? 2. What is to wish? 3. What is to plan? 4. What are the differences between wish and plan?
<p>Motivation</p> <ul style="list-style-type: none"> • Provide an overview of the benefits of learning lessons to be learned in everyday life. • Deliver the learning objectives at the meeting that takes place • Asking question <p>Giving a reference</p>	

- Announce the subject matter to be discussed at the meeting at that time.
- Explain the mechanism of implementing learning experiences according to the steps of learning.
- The teacher asks questions that are related to the subject matter to be studied according to the dialogue.

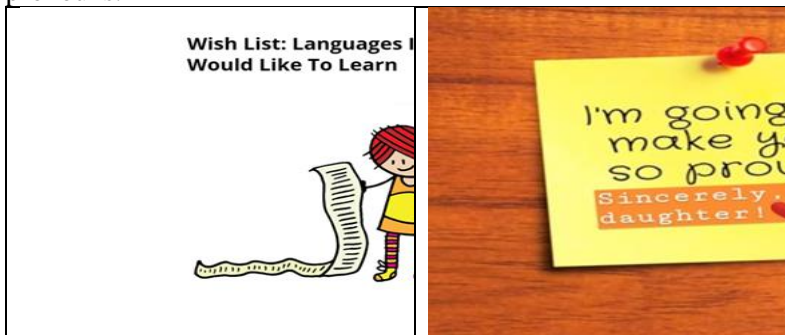
CORE ACTIVITIES (90 MIN)

Learning Activities

CRITICAL THINKING & COMMUNICATION

(Communicating)

- The teacher shows two pictures of subjective and objective pronouns.



- Students observe these 2 pictures.
- Students are asked to provide information related to the different functions of the use I would like to and I'm going to in the picture to other students assisted by the teacher.
- The teacher explains the different functions of using I would like to and I am going to, the structure of the text and linguistic elements contained in it.

CREATIVITY (KREATIFITAS) & COLLABORATION (COOPERATION)

- The teacher shows two pictures of subjective and objective pronouns.



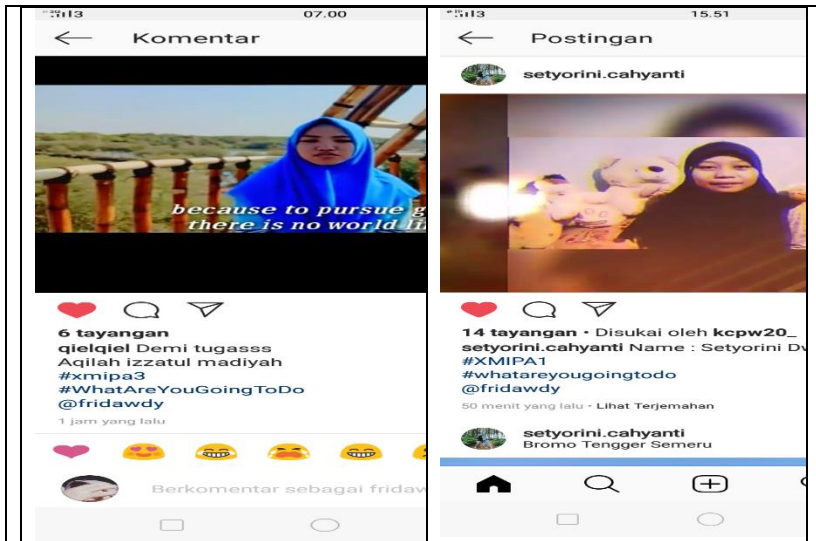
I to go to Mecca if I have a lot of money.
I would like to go to Mecca if I have a lot of money.



I paint my bedroom tomorrow.
I'm going to paint my bedroom tomorrow.

- Students answer to complete sentences about to wish and to plan together.

- The teacher shows two pictures of subjective and objective pronouns.



- The teacher gives students homework namely uploading videos on Instagram
- Students and teachers conclude learning at today's meeting.
- One student leads a prayer in English.

Assessment

Assessment criteria

Attitude Assessment (through the attitude observation rubric during learning)

Attitude Assessment Instrument

No	Name	Attitude				
		Responsibilities	Concerning	Collaborative	Peace Love	Information
1						
2						
3						
4						
5						

3						
2						

Information :

Attitude rating scale is made with a range between 1 to 5.

1 = Very Poor

2 = Not Consistent

3 = Start consistently

4 = Consistent

5 = Always consistent

Assessment for speaking skills

Knowledge : Oral, individual test

Skill : Make a video about what will be done tomorrow and uploaded in Instagram.

No.	Aspects of Assessed	Description	Obtaining Score
1.	Pronunciation	5 = Almost perfect 4 = There is an error but it does not interfere with meaning 3 = There are some errors and disturbing meanings 2 = Many mistakes and disturbing meaning 1 = Too many mistakes that are difficult to understand	
2.	Intonation	5 = Almost perfect 4 = There is an error but it does not interfere with meaning	

		<p>3 = There are some errors and disturbing meanings</p> <p>2 = Many mistakes and disturbing meaning</p> <p>1 = Too many mistakes that are difficult to understand</p>	
3.	Fluency	<p>5=Very smooth</p> <p>4 = current</p> <p>3 = Pretty smooth</p> <p>2 = substandard</p> <p>1 = Not smooth</p>	

RESEARCH PERMISSION



Universitas PGRI Adi Buana Surabaya

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PGRI ADI BUANA SURABAYA

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Kampus II: Jl. Dukuh Menanggal XII Telp. (031) 8281182, 8281183 Surabaya 60234.
Website : <http://kip.unipasby.ac.id>

Nomor : 368/Ak.2/FKIP/IX/2019
Lampiran : -
Perihal : Permohonan Izin Penelitian

08 Oktober 2019

Yang Terhormat,
Kepala SMA Dr. Soetomo
di Surabaya

Sesuai dengan kurikulum Universitas PGRI Adi Buana Surabaya, untuk penyelesaian akhir masa studi, mahasiswa diwajibkan menulis skripsi. Berkaitan dengan ini, mohon dengan hormat Bapak/Ibu Kepala SMA Dr. Soetomo Surabaya berkenan memberikan izin penelitian kepada mahasiswa :

Nama : Frida Widiyaningum
NIM : 165300038
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Students' Perceptions toward Teaching Speaking Using Instagram in SMA Dr. Soetomo Surabaya
Waktu penelitian : 2 Oktober 2019 s/d 16 November 2019

Demikian atas bantuan dan kerjasamanya disampaikan terima kasih.



Tembusan :

1. Wakil Dekan I
2. Kaprodi

RESPONSE LETTER



YAYASAN PENDIDIKAN CENDEKIA UTAMA SURABAYA **SMA Dr. SOETOMO**

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SURAT KETERANGAN

Nomor : 217/YPCU/SMA/XI/LL/2019

Yang bertanda tangan dibawah ini Kepala SMA Dr. Soetomo Surabaya menerangkan dengan sebenarnya, bahwa ;

- N a m a : FRIDA WIDYANINGRUM
- N I M : 165300038
- Program Studi : Pendidikan Bahasa Inggris
Universitas PGRI Adi Buana Surabaya

Telah melakukan penelitian di SMA Dr. Soetomo Surabaya pada tanggal 2 Oktober s.d. 16 November 2019, dengan judul penelitian " Students' Perceptions toward Teaching Speaking Using Instagram in SMA Dr. Soetomo Surabaya "

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Surabaya, 18 November 2019

Kepala Sekolah,

Drs. I Nengah Sudiana, SE, MM
NIP. 19601231 198710 1 006