THE IMPLEMENTATION OF TEACHING SPEAKING USING VIDEOSCRIBE AT X IPA 1 OF MAN 2 JEMBER 2020/2021

THESIS

Presented to the Jember State Islamic University
In Partial Fulfillments of the Requirements
A Bachlor's degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher – Training
English Education Program

By:
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ENGLISH DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
JEMBER STATE ISLAMIC UNIVERSITY
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THESIS

It has been examined and approved by the board
examiners in partial fulfillments of therequirement
for the bachelor degree of education (S.Pd)
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EducationEnglish Education Department

Day : Thursday

Date : 08th of July 2021

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iii

MOTTO

إِنَّا عَرَضْنَا الْأَمَانَةَ عَلَى السَّمٰوٰتِ وَالْأَرْضِ وَالْجِبَالِ فَأَبَيْنَ اَنْ
يَّحْمِلْنَهَا وَاَشْفَقْنَ مِنْهَا وَحَمَلَهَا الْإِنْسَانُ إِنَّهُ كَانَ ظَلُومًا جَهُولًا

"We have offered the trust to the heavens and the earth, and the mountains, but they refused to bear it, and were fearful of it. But the human being accepted it; he was transgressing, ignorant." (Q.s Al-Ahzab, 33: 72)[1]

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[1] Yuksel Edip. Layht, Shaleh Al-Shaiban. *Qur'an a Reformist Translation,* (Unitad States of America : Brainbow Press, 2007), 278.

DEDICATION

This Thesis is dedicated for everyone who cares and love me. I proudly dedicate this thesis to:

1. My Beloved Father Wahyudi and Mother Chus miniwati who always support me to finish my thesis, and who have been given me some advices to be better than before.

2. My Beloved Brother Tiara Yuniarti D.C who always give me a time to share my life experiences.

3. My Beloved big Families who always prays for me for my future.

4. My Beloved friends, the big family of TBI 2 2017

5. My Closest friends Mutaali, Fudaili, Dadang, Panjol, Kiki who always accompanies me to finish this thesis and always give some motivations.

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This Research realized that undergraduate thesis would not finish without help and guidance from the people. Therefor, in this occasion the researcher would like to express her special gratitude to:

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support and help in conducting my research at Baitul Arqom Islamic Boarding

School.

I really realize that this thesis is far from being perfect. However thisresearch

is the best effort and work hard. The researcher hopes this thesis will be useful for

readers and other researcher who need it.

Jember, 6th June 2021

ABSTRACT

Azkiyah Amalina 2021 : *"The Implementation of Teaching Speaking Using VideoScribe at X IPA 1 of MAN 2 Jember"*
Supervisor: Asyari. M.Pd.
Key words: *Teaching Speaking, VideoScribe.*

Teaching speaking is a teaching and learning activity carried out by teachers in fulfilling English subjects for educational purposes
.

Seeing the phenomenon that occurs in the field, in the teaching arts applied by an education scholar (English education department) still can not reach the target of teacher professionalization goals. Undergraduates are indeed a measuring tool for the professionalization of teachers, but students who graduate MAN 2 Jember can not already practice teaching systematically. And without a bachelor's degree has been able to implement in the world of community service.

According to the description above, the focus of this research is:1) How is the implementation of teaching speaking using videoscribe at X IPA 1 of MAN 2 Jember academic year 2020-2021?. 2)How is the material of teaching speaking using videoscribe at X IPA 1 of MAN 2 Jember academic year 2020-2021?. 3) How is the steps of teaching speaking using videoscribe at X IPA 1 of MAN 2 Jember academic year 2020/2021?. 4) How is the evaluation of teaching speaking using videoscribe at X IPA 1 of MAN 2 Jember academic year 2020/2021

This research approach is to use the Qualitative Case Study approach, with a field research base, and use purposive sampling techniques, with 3 data sources, namely: Interview, Observation, and Documentation. Data analysis techniques use qualitative techniques from Miles and Huberman and it use data presentation with triangulation techniques and sources.

The research concluded that the purpose is to increase students confident and make students esier to imitate how native english speak, the material used was recount text, prohibition, invitation, and dialogue. The steps of teaching speakintg using videoscribes are first, teacher make 7 group of students then review the last week material, the last is students are ordered by teacher to retell story about recount text given by teacher. And the evaluation used is formative assessment non-test (essay) and attitude assessment.

Key Words: Teaching Speaking, VideoScribe.

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the research problem, the objectives of the research, the significance of the research and the definition of keyterms.

A. Background of The Research

Speaking is a skill that all human across the world use for communication, even though there are some whoi can not speak because of dissability. The main point needed to describe and known is that speaking actually being the cover of language, indeed people could meausre wether he or she is atractive or silent. However speaking is always related to languange, the evidence show more than a millon of languages spread out across the world. Indeed, there is one international language tha people should know and use to communicate with all humans on this plane called English.

In Webster New World Dictionary, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.[2] Skill is ability to do something well.[3] Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have

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[2] David Nunan, Guralnik, Language Teaching Methodology a Textbook for Teachers, (NY: Phoenix Ltd., 1995), page 593.
[3] Oxford University Press, Oxford Learner's Pocket Dictionary, (New York: Pindar Graphies Origination Scarborough, 1995), p. 403.

to learn how to do it all over again in a foreign language.[4]

From a pragmatic view of language performance listening and speaking are almost always closely interrelated. While it is possible to isolate some listening perfomance types, it is very difficult to isolate oral production tasks that do not directly involve the interaction of aural comprehension. Only on limited context of speaking (monologues, speech, or story telling and reading aloud) can we assess oral language without the aural participation and interloctutor.[5]

The researcher is interested to write a verse from holy Quran surah Al – Ahqaaf, verse 12. This, because there is an implicit value about how language work. Next bellow as verse follows :

وَمِنْ قَبْلِهٖ كِتٰبُ مُوْسٰٓى اِمَامًا وَّرَحْمَةً ۗ وَهٰذَا كِتٰبٌ مُّصَدِّقٌ لِّسَانًا عَرَبِيًّا لِّيُنْذِرَ الَّذِيْنَ ظَلَمُوْا ۖ وَبُشْرٰى لِلْمُحْسِنِيْنَ

Meaning: *And before the Quran there was the book of Moses as guidance and mercy. And this (Quran) is a book that confirms it in Arabic to warn the wrongdoers and give good tidings to those who do good. (Q.S. Al-Ahqaaf: 12)*

This verse above shows how holy Qurqan written in arabic wich was categorised as foreign language for Moses people. It become something that everyone in Moses' era needed to learn if they want to deeply comprehending what is exactly the verse meaning. This situation was gave us proovement that every languange has its rules, while on the other hand someone who

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[4] Scott Thornbury, How to Teach Speaking, (Longman, Pearson education limited 2005), p. 1.
[5] Douglas H Brown, Language assessment principles and classroom practices, presented at San Francisco, Pearson Longman Publisher, (2003), California, page 140.

communicate in society must be able to arrange a good technique in speaking English.

Speaking is one of language skills which is very difficult to be learned by the students, even for the learners of junior and senior high school as EFL. Douglas H Brown cited categories of speaking perfomance for oral production. These are, first *imitative.* At one end of types of speaking perfomance is the ability to simply parrot back (**imitate**) a word or phrase or possibly a sentence. Second *intensive*. A second type of speaking frequently employed of the production of short stretches in oral language to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonologicalrelationship such as (intonation, rythm, stress, juncture). Third, *responsive and interactive* cited about interaction and comprehension in somewhat limited level of very short conversation (greetings and simple talk, simple request and comment and the like. On the other hand it cited also about the lenght and complexity of the interaction.. fourth **extentive** (monologue) include speech, oral presentation, and story telling.[6]

As fact truly happened in the largest country all arround south east asia, a country called Indonesia has various thousand languages flavour inside tribes, and we agree that was a bit weird but geniusly it has one national language used to communicate as their second language. Normally, in case of communication wich is impossible to getting established through out global

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[6] Weir, Cyril.(2001).The formative and summative uses of language test data: Present concerns and future directions. In Catherine Elder (Ed). Cambridge: Cambridge University Press, page 177-123.

scope if English as known being international language does not exist for indonesian to communicate. Therefore, English already fulfilled indonesia's education curriculum as cited in KKB curriculum 2004, KTSP Curriculum 2006 and K13 curriculum. Those curriculums allows student to have access learning English for Elementary untill high school.

Dealing with observation and interview took at MAN 2 Jember, has been found a case study focuse on speaking skill, related to students' weaknesses on how they look for ways to dig up several categories stated above. On the other hand students feel not confortable at the moment they went to show off ability in speaking because of some reasons such as, less in vocabulary, pronunciation error, worry about gramatical and less confidence.

Besides students has claimed that english class is probably one of the most rude class after Math class, this might be a violance for teacher and as well students dealing with how important english as international language, even if it will never be their second language in the end of the day. Therefore this could be a crucuial phenomenon tobe solve by look for media to help students and teacher feel confortable in teaching and learning process, especially on how to enrich students interest and push down rigid teaching and learning process, moreover is to creating as fun as colorful atmosphere in the class.

Here is a sketch wich depicted as case study in MAN 2 Jember is about to explain. At february 2021, observation and interview was conducted in MAN 2 Jember, afterward it will be the research field. There are two

important stage holders, Mrs Yuan as English Teacher and students of X IPA **1.** An interview with Mrs Yuan clearly stated that students in X grade mostly stand on beginner level but there are some have stand on intermediate level of speaking.

This study aims to examine how interactive ICT platform such as Videoscribe able to create fun environment in language learning and was implemented. The development of speaking skills is required in order for English as Foreign Language (EFL) learners to communicate effectively. According to Dehghani and Jowker, as cited in Rashasoor. stated that speaking to be the heart of both first and second language learning[7]. Meanwhile, experts assume that the ability to communicate orally is equal to knowing the given language since speaking is the main means of human communication. Listening and speaking skills are essential elements for learners to communicate with each other. this skill interrelated towards each other. As linguist Rivers claimed, speaking does not of itself constitute communication unless what is said is comprehended by another person. Learning to communicate among one another requires these two skills to work side by side. Once this is achieved, then the learner will be able to use the language.[8]

Through information and technology development, particularly multimedia based, in nowadays, teacher can help their students in supporting

[7] Asakereh, A., & Afshar, H. S. (2016). Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors' Perspectives. Electronic Journal of Foreign Language Teaching,13(1), 112-130.
[8] Samuel Terry, The Asian EFL Journal Second Language Acquisition – Academic Research TESOL Indonesia International Conference Edition December (2016) Volume 6. Page 50.

their learning. According to Zeembry in multimedia is a combination between text, audio, video, animation, picture, and interactive. Learning using multimedia product can be used independently without having any guidance from the others that will help the students in facing their learning easier with complete contents.[9] By this, The usage of Information and communication technologies (ICTs) covers a broad range of technologies, such as audio visual aids, computer, mobile devices, communication device or application, Internet as well as the various service and applications associated with ICT.[10]

Video Scribe also known as Whiteboard animation, is an engaging new form of storytelling which replicates a 'stop-motion capture style'. Videoscribe software, created by Sparkol, allows you to create this style of animated videos quickly and easily. Videoscribe is an interactive ICT platform technology, which can be rendered as video and use in lesson or in learning. It is the same as using PowerPoint in lesson, yet it creates more advantages for learners to use them in speaking.[11] Video Scribe was expected tobe a proper and effective media for teacher to enroll the class by priotizing fun and easy learning aspects, so that it will give more benefit and entertainment value in order to cover up several weaknesses stated above, afterward the main purposeof this study is to measure students speaking skill trhough Video Scribe called as influencer and how it elevated.

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[9] N. Ariani and D. Haryanto, "Pembelajaran Multimedia di sekolah," Jakarta: Prestasi Pustaka, 2010

[10] Yunus, M. M., Lubis, M. A., & Lin, C. P. (2009). Language learning via ICT: Uses, challenges and issues. WSEAS Transactions on Information Science and Applications, 6(9), Page 1453-1467.

[11] Manchester Metropolitan University. What is Videoscribe? (June 16, 2016). Retrieved from http://www.mmu.

For the reasons, the researcher is interested to conduct the research about **"The Implementation of Teaching Speaking Skill Using VideoScribeat X IPA 1 MAN 2 Jember"** to know how to implementing teaching speaking using VideoScribe

B. The Reseach Focuse

Based on the background of research above, the researcher formulated the research questions as follows:

1. What is the implementation of learning Speaking using VideoScribe?

2. What is the learning material for Speaking Skill using the VideoScribe?

3. What are the steps for learning Speaking using VideoScribe?

4. What is the evaluation of Teaching Speaking using VideoScribe?

C. The objective of the research

Based on the research questions above, the aims of the research are

1. To describe how is the implementation of learning Speaking using VideoScribe

2. To describe what are the steps for learning Speaking using VideoScribe

3. To describe what is the learning material for Speaking Skill using the VideoScribe

4. To describe what is the evaluation of Teaching Speaking using VideoScribe

D. The Significant of The Research

The writer hopes that this research could give some benefits in the English teaching-learning process, especially in teaching speaking skills. There are two kinds of significances in this research: theoretical significance and practical significance.

1. Theoretical Significance

   The result of this study could add existing knowledge about how technology could give much benefit in students' speaking skill.

2. Practical Significance

   a. For the teacher, the result of teaching students' speaking skills through Video Scribe could be used as a reference in order to improve students' Speaking skills.

   b. The result of the research could be useful to other researchers who want to conduct the research which is related to the same theme that is improving speaking skills.

E. **Scope of The Research**

   Based on the problem, the researcher limited the problem mentioned in this research as result to achieve the goal of the research. As mentioned in The Writing Team of Scientific Paper Guidelines IAIN Jember 2019 stated thatThe formulation of the problem in qualitative research is called the research focus. This section lists all the problems that will be answered through the research process carried out by the researcher. The focus of the research must be concise, clear, specific, and unequivocal. Operations that are poured in the form of interrogative sentences[12]. The research focus to be carried out is as follows:

1. How the implementation of learning speaking using VideoScribe in Class X IPA 1 MAN 2 Jember ?

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[12] Tim Penyusun, *Penulisan Pedoman Karya Ilmiah* (Jember: IAIN Jember 2019), 47

2. How is the material for speaking skill using VideoScribe?

3. How are the steps for learning speaking using VideoScribe?

4. How is the evaluation of teaching speaking using VideoScribe?

F. Definition of Key-Terms

The definition of terms can be used as a reference for researchers in avoiding misunderstandings in interpreting the contents of the written work that has been made by researchers, therefore researchers need to explain and confirm the definition of each word that supports the title in this study. as for the meaning of each variable is as follows:

1. Teaching Speaking

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. In Webster New World Dictionary, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.[13] Skill is ability to do something well.[14] Speaking is so much a part of daily life that people take it for granted. The average personproduces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural andintegral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a

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[13] David Nunan, Guralnik, Language Teaching Methodology a Textbook for Teachers, (NY: Phoenix Ltd., 1995), page 593.

[14] Oxford University Press, Oxford Learner's Pocket Dictionary, (New York: Pindar Graphies Origination Scarborough, 1995), p. 403.

foreign language.[15]

Then teaching speaking can be concluded as an activitity to pretending peoples' needs in language learning process otherwhise it si focus on speaking skill only.

2. Video Scribe

Video Scribe also known as Whiteboard animation, is an engaging new form of storytelling which replicates a 'stop-motion capture style'. Videoscribe software, created by Sparkol, allows you to create this style of animated videos quickly and easily. Videoscribe is an interactive ICT platform technology, which can be rendered as video and use in lesson orin learning. It is the same as using PowerPoint in lesson, yet it creates more advantages for learners to use them in listening and speaking.[16]

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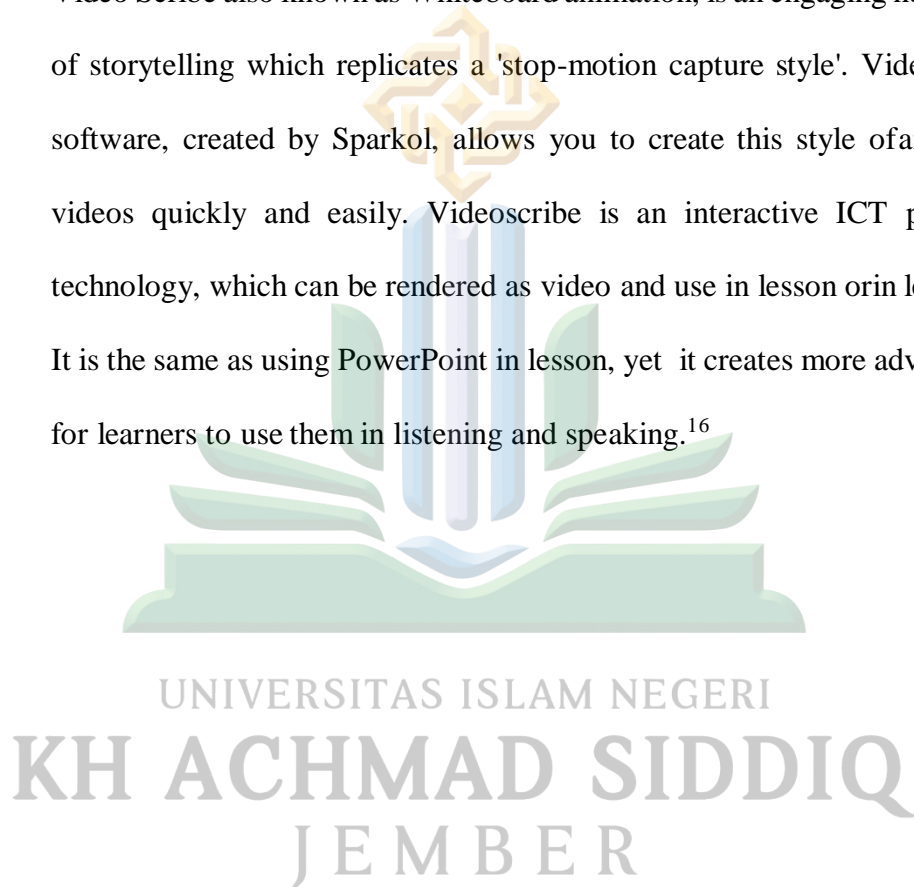
[15] Scott Thornbury, How to Teach Speaking, (Longman, Pearson education limited 2005), p. 1.
[16] Manchester Metropolitan University. What is Videoscribe? (June 16, 2016). Retrieved from http://www.mmu.ac.uk/sas/bssg/Modal%20pages/vsmodal.html.

CHAPTER II

REVIEW OF RELATED LITERATURE

Previous research contains research results which are relevant to the research that had been conducted by the researcher. The previous research had been conducted by several researchers but each research had its own uniqueness. This is due to differences in places of research, research objects, and literature used by researchers.

A. Previous Research

Supported by previous studies which used Sparkol Video Scribe or another information and technology development in multimedia application, here bellow is some reseach about Sparkol VideoScribe:

1. the firts previous research was conducted by Terry Samuel and Melor Yunus Md entitled **"Learners' Perceptions on the Effectiveness of VideoScribe on Improving Listening and Speaking in Rural School of Sarawak"** this research has similarities, Terry Samuel and Melor Yunus Md used Project Based Learning (PBL). The purpose of this research was to determine if using Videoscribe in learning can improve listening and speaking skills, this study employed a methodology that is qualitative in nature; exploring learners' perceptions on the use of Videoscribe. The differences of this reseach is, this study was not focus on how to dig up students' interest and fun enviromental teaching and learning.

2. A Thesis Written by Baihaqi **"The Influence Of Speaking Club In Improving Students' Speaking Ability Using VideoScribe Efficacy"** The

research found that the existence of Speaking Club program supports and helps the students to improve their speaking consist of using proper vocabularies, increasing their self-confidence, arranging their ideas and having the discussion actively during the program. The students also have their own place to practice their speaking with their fellow friends and they have improved their speaking step by step after joining such a program. The similarities of this research are; the researches have the same topicabout how students' speaking skill is developed in students by using an environment that can motivates the students one another, the researches use the same research design that is qualitative research, and these researches havethe sameobject of a discussion that is speaking ability.

3. A Thesis Written by Rena Islamiati **"The English Environment Role In Developing Students' English Speaking Ability Trough VideoScribe"** The research found that the English environment created by the boards of the Islamic boarding school has the most important role in developing students' speaking ability. The programs of formal and informal program give the students the full English activities such as the memorizing vocabularies, English course program, conversation, public speaking and the informal program of the English is environment is that students will get punishment as they do not join all the rules of the English environment program. The similarities of this research are; the researches have the same topic to discuss that is about how environment supports students' process on their speaking learning and the design of the researches uses the same methodology that is

qualitative research

The differences of this research are; the research only focuses on the students' process of learning not to the teaching and this research has two programs of the English environment,.

Then, the researcher followed the material based on the standard and basic competence in the curriculum of education level 2013 for senior high school. The material was taught in the X class 2nd semester. The material was not taught by the teacher yet. Therefore, the students still did not understand about it. Then, the researcher was going to explain the efficacy of the media, the purpose of the material, the term of speaking, language feature and gave the example of it.

Table 1.2
Similarities and Differences
Previous Research and This Research

No	Writer's Name	Title	Similarities	Differences
1	2	3	4	5
1	Terry Samuel and Melor Yunus Md 2016	"Learners' Perceptions on the Effectiveness of VideoScribe on Improving Listening and Speaking in Rural School of Sarawak"	• this research has similarities, Terry Samuel and Melor Yunus Md used Project Based Learning (PBL). The purpose of this research wasto determine if using Videoscribe in learning can improve listening and speaking skills, this study employed a	• The differences of this reseach is, this study was not focuse on how to dig up students' interest and fun enviromental teaching and learning.

			methodology that is qualitative in nature; exploring learners' perceptions on the use of Videoscribe • the researches have the same topic to discuss that is about how environment supports students' process on their speaking learning and the design of the researches uses the same methodology that is qualitative research	
2	Baihaqi 2016	Journal Written by Baihaqi "The Influence Of Speaking Club In Improving Students' Speaking Ability Using VideoScribe Efficacy	• The both researches have the same topic about how students' speaking skill is developed in students by using an environment that can motivates the students one another. • The both researches use the same research design that is qualitative research. • The both researches have the same object of a discussion that is speaking ability.	• The research uses "speaking club" as the method of the development of the speaking, while this research uses "English learning area". • The research has more focused on the influence of the program itself, while this research is to the teaching and learning process.

No	Name/Year	Title	Similarities	Differences
3	Utami Maulina 2019	A Journal Written by Utami Maulina entitled "Attractive Learning Media to Cope with Students' Speaking Skills in the Industry 4.0 Using Sparkol Videoscribe"	• The both researches have the same topic about how students' speaking skill is developed in students by using an environment that can motivates the students one another. • The both researches use the same research design that is qualitative research. The both researches have the same object of a discussion that is speaking ability.	• The research uses "speaking club" as the method of the development of the speaking, while this research uses "English learning area". • The research has more focused on the influence of the program itself, while this research is to the teaching and learning process.
4	Andi Sessu 2018	Journal Written by Andi Sessu entitled "The Effectiveness Of Video Scribe In Teaching English At SMPN 1 Molawe Konawe Utara"	• The both researches have the same topic about how students' speaking skill is developed in students by using an environment that can motivates the students one another. • The both researches use the same research design that is qualitative research. The both researches have the same object of a discussion that is speaking ability	• The research uses "speaking club" as the method of the development of the speaking, while this research uses "English learning area". The research has more focused on the influence of the program itself, while this research is to the teaching and learning process.

| 5 | Rena Islamiati 2019 | A Thesis Written by Rena Islamiati "The English Environment Role In Developing Students' English Speaking Ability Trough VideoScribe" | • research found that the English environment created by the boards of the Islamic boarding school has the most important role in developing students' speaking ability.
 • the researches have the same topic to discuss that is about how environment supports students' process on their speaking learning and the design of the researches uses the same methodology that is qualitative research
 • The both researches have the same object of a discussion that is speaking ability. | • The differences of this research are; the research only focuses on the students' process of **learning** not to the teaching and this research has two programs of the English environment, these are the informal and the formal one. |

Based on those previous studies, they had different purpose. However, there had not been studied yet that using Video Scribe in interactive and oral correction. They were inclined to focus on giving material and look for the result only in students' perspective. Therefore, it was necessary that the researcher needed to conduct this research in interactive and oral correction onstudents' speaking ability while giving some motivation.

B. Theoritical Framework.

1. Speaking Skill

a. The definition of Speaking

Speaking is an ability to communicate, inform, share, and deliver any ideas from a person to other people. According to Hornby, speaking is expressing ideas or feelings using language[17]. Speaking means an ability that becomes the customs and most activities that human do in their daily. It can be imagined how much words can be produced in everyday activities. This improves how speaking ability is an important skill to have while other ones support it. To have the wide achievement of the target for this thesis theory, the researcher sets eight items that explains the full concept of Speaking Ability. They are:

b. Basic Types of Speaking

Speaking has its own types and sequence during the development of it. This proposes to divide the skill sequence and the students' process in a learning of speaking ability. There are several types of speaking ability. They are[18]

a. Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level

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[17] Horby, *Advance Learners' Dictionary*, (New York: Oxford Dictionary Press, 1994), 398.
[18] H Douglas Brown, language assessment principles and classroom practices, (San Fransisco: Longman, 2003) 141-142

of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation

b. Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such bas prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

c. Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language which has the purpose of exchanging specific

c. The Element of Speaking

The spoken language has its own parts or elements to consist. Every single sentence spoken, voice pronounced and intonated are some of proofs that the spoken language has the elements in the process of producing the communications. In general, the elements of Speaking are[19]:

1) Pronunciation

Pronunciation means as the voice of the word is producedto be spoken. Pronunciation can be defined as a way of how a wordis pronounced to be understood by speaking partners.

2) Vocabulary

Vocabulary is a single component of a sentence form which becomes the formulation of the words to be spoken in order to form an arrangement and understandable communication.Vocabulary is the second form after the letter as becoming the first.A sentence is created by a word or a vocabulary.

3) Grammar

In English, grammar means as role of arranging a sentence. By the existence of grammar, the speaker can know what is the subject, verb, object, or adverb in a sentence when doing a communication. A grammar can be a reason that the

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[19] Jeremy Harmer, *The Practice of Language Teaching*: *Third Edition*, Edinburgh, (Gate: PearsonEducation Limited, 2007), 266-271

communication is understood well.

4) Fluency

Fluency becomes the last element of speaking. It can be defined as an ability to speak in a good performance, such as, intonation, the mastery of the vocabulary, grammar, and pronunciation.

2. **Steps of Teaching Speaking**

Teaching speaking is sometimes considered a simple process of commercial language school around the workd, which hires people with no training to teach conversation. Although, speaking is totally natural, speaking is a language other than our own is anything but simple.[20]

The following subs are needed to explain in order to have a wide explanation about the teaching and the topics related to speaking class activities

There are some types of activities which can be applied in teaching speaking. Those are designed in order to get successful in mastering speaking skill.

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[20] H. Douoglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,Second Edition.* (New York: Pearson Education Company, 2001), 272.

a. Lesson Planning

Lesson planning is the process of specifying the conditions for learning, afterward as to create learning strategies and products, both at the macro and micro levels. according to Ragan & Smith in the book "*Perencanaan Pembelajaran*" is related to a systematic process on how learning being sketched and learning principles into a material and learning plan.[21]

In short lesson planning is a thought or preparation to carry out tasks or teaching / learning activities by applying learning principles, as well as through learning steps, planning itself, implementation and assessment, in order to achieve the learning objectives that have been determined.

Thus, in general, lesson planning can be interpreted as a direction or guideline in carrying out learning activities in order to achieve the learning objectives that have been set in an effective and efficient manner. while in particular, lesson planning functions as a tool to correct teachers about the weaknesses and strengths of the learning programs made.

b. Learning Implementation

learning implementation is the ongoing process of teaching and learning activities in the classroom. however, it is often interpreted simply as the process of delivering material to achieve teaching

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[21] Farida Jaya, *Perencanaan Pembelajaran,* (Medan: UIN Sumatera Utara, 2019), 10-11.

objectives. whereas in its implementation there must be learning materials, learning methods and learning media. implementation of learning is implementation and lesson plans include preliminary activities, core activities and closing activities.[22]

c. Evaluation

Learning as an activity that has a purpose requires an action to measure how far the learning activities are carried out with evaluation. Evaluation in education is one component in educational activities that is very important and must exist, because with the evaluation it will be known that there are deficiencies or advantages of learning that has been carried out by the teacher. However, although evaluation is considered important, there are still many people who do not understand in depth what evaluation is. It is proven by equating evaluation with measurement, and assessment. the term is a different concept from one another even though it has a close relationship. Measurement is a method used to determine the quality of something. While evaluation is a process to find out the contents of a matter and make decisions about it with certain criteria.[23]

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[22] Dhama Kesuma, Cepi Trinata, dan Johan Permana, *Pendidikan Karakter Kajian Teori dan Praktek di Sekolah*, (Bandung: PT Remaja Rosta Karya, 2011), 138

[23] Andi Setiawan, *Belajar dan Pembelajaran*, (Ponorogo: Uwais Inspirasi Indonesia, 2017), 161-162.

By this we will see how steps of teaching speaking are applied in class X IPA 1.

3. **Problem in Speaking Activity**

Speaking may become the trouble skill to master by several students because speaking is about how to produce the ideas in which it is going to be expressed in oral through a relation of communication. There are some problems appearing during the speaking[24]:

a. Inhibition. Unlike writing, reading, and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

b. Nothing to Say. Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c. The low or uneven of participation. Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

d. Mother tongue-use. In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons.

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[24] Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), 121

Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using target language.

4. Assessment of Speaking

Here are the assessments designs or types based on the basic types of spoken language in accordance with Brawn on his book[25]. They are;

a. Imitative Speaking

1) Word Repition Task: A variation on such a task prompts test- takers with a brief written stimulus which students read aloud. Scoring specification must be clear in order to avoid reliability breakdowns.

2) PhonePass Test: Research on the PhonePass test has supported the construct validity of its repetition task not just for a test taker"s phonological ability but also for discourse and overall oral production ability. Test-takers read aloud, repeat sentences, say words, and answer question.

b. Intensive Speaking

1) Directed Response Task: In this type of task, the test-taker elicits a particular grammatical form or a transformation of a sentence in order to produce the correct grammatical output.

2) Read-aloud Task: Intensive reading-aloud task include reading beyond the sentence level up to a paragraph or two.

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[25] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2003) 144

c. Responsive Speaking

1) Question and answer: Question and answer tasks can consist of one or two question from an interviewer.

2) Giving instructions and directions: The administrator poses the problem and the test-taker responds. Scoring is based primarily on comprehensibility and secondarily on other specified grammatical or discourse categories.

d. Interactive speaking

1) Interview: A test administrator and a test-taker sit down in a direct face to face exchange and proceed through a protocol questions and directives.

2) Discussion and conversation: As informal techniques, those offer a level of authenticity and spontaneity. Assessing the performance of participant through scores or checklists predetermined.

e. Extensive Speaking

1) Oral Presentation: Oral presentation is carefully designed to elicit pronunciation, fluency and integrative ability, sociolinguistic and cultural knowledge.

2) Retelling story or news: Test-taker hears or read a story or news event that they are asked to retell. The objective in assigning such a task vary from listening comprehension of the original to production of a number or oral discourse features, fluency, and interaction with the hearer.

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J E M B E R

5. The Definition of VideoScribe

Video Scribe also known as Whiteboard animation, is an engaging new form of storytelling which replicates a 'stop-motion capture style'. Videoscribe software, created by Sparkol, allows you to create this style of animated videos quickly and easily. Videoscribe is an interactive ICT platform technology, which can be rendered as video and use in lesson or in learning. It is the same as using PowerPoint in lesson, yet it creates more advantages for learners to use them in listening and speaking[26]

a. The Objective of VideoScribe

The objectives of English camp, they are;

1) To promote the use of VideoScibe as media in teaching and learning process.

2) To train students to think critically and make critical judgment through the various activities they participate in.

3) To cultivate an appreciation of English language activities such as games, creative writing as art forms with intrinsic values appealing to one's feeling.

4) To create a positive motivation in learning English especially speaking skill

b. Orginizing The Program.

Organizing a program means that managing something to achieve the aim or the target of the program. Management is all efforts

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[26]Manchester Metropolitan University. What is Videoscribe? (June 16, 2016). Retrieved from http://www.mmu.ac.uk/sas/bssg/Modal%20pages/vsmodal.html

of cooperation between two people or more to achieve aims which havebeen decided[27]. White stated that it is very important to consider a habitual learning style which focuses more on speaking skill as to promote students to learn English that encourage among students.

In planning a language course, decisions have to be made about the content of the course, including decisions about what vocabulary and grammar to teach at the beginning, intermediate, and advanced levels, and which skills and micro skills to teach and in what sequence. Decisions about these issues belong to the field of syllabus design or course design. Decisions about how best to teach the contents of asyllabus belong to the field of methodology[28].

VideoScribe, based on the principle, will direct the teacher to make a plan of teaching that the target of the learning is on thefluency and accuracy of speaking English. Fluency practice can be contrasted with accuracy practice, which focuses on creating correctexamples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows[29] Activities focusing on fluency:

[27] Hanik Nurul Faisah, a thesis "*A Descriptive Study Of Teaching and Learning as Pre-ServiceEnglish Teacher of Camp Epic 2016 In Bukittinggi*, West Sumatera" (Semarang:2016). 40

[28] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, NewYork:2006),14

[29] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, NewYork:2006),18

Reflect natural use of language

1) Focus on achieving communication

2) Require meaningful use of language

3) Require the use of communication strategies

4) Produce language that may not be predictable

Focusing on accuracy:

1) Reflect classroom use of language

2) Focus on the formation of correct examples of language

3) Practice language out of context

4) Practice small samples of language

5) Do not require meaningful communication

6) Control choice of language

The teachers are also able to use the practice method in a context of approach in learning and teaching sections. There are three kinds of practice method. They are[30]

1) **Mechanical practice** refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items.

2) **Meaningful practice** refers to an activity where language control is still provided but where students are required to make

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[30] Yoshida, R. (2008). Teachers' Choice and Learners' Preference of Corrective Feedback Types. Language Awareness. 17(1), 78-93.

meaningfulchoices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places,students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as "Where is the book shop? Where is the café?"etc. The practice is now meaningful because they have to respond according to the locationof places on the map.

3) **Communicative practice** refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc.

   he following activities are able to be implemented in the teaching English speaking skill through VideoScribe. They are[31]

1) **Information Gap Activity**: This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to

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[31] Lyster, R., & Ranta, L. (2013). Counterpoint Piece: The Case for Variety in Corrective Feedback research. Studies in Second Language Acquisition, 35(1), 167- 184.

occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task.

2) **Jigsaw Activity**: Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

3) **Task-completion activities**: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

4) **Information-gathering activities**: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

5) **Opinion-sharing activities**: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

6) **Information-transfer activities**: These require learners to take information that is presented in one form, and represent it in a

different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

7) **Reasoning-gap activities**: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

8) **Role plays**: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Fincocchiaro and Brumfit once propose communicative procedures of teaching are[32]

1) Presentation of a brief dialogue proceeded by a motivation and discussion of the function and situation—people, roles, setting, topic and informality of language.

2) Oral practice of each utterance of the dialog segment.

3) Questions and answers based on the dialog topics and situation itself.

4) Questions and answers related to the students' personal experiences but centered on the dialog theme.

5) Study one of the basic communicative expressions in the dialog

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[32] Lyster, R., & Ranta, L. (2013). Counterpoint Piece: The Case for Variety in Corrective Feedback research. Studies in Second Language Acquisition, 35(1), 167- 184.

or one of the structures which exemplify the function.

6) Learners' discovery of generalizations or rules underlying the functional expression or structure.

7) Oral recognition, interpretative activities.

8) Oral production activities.

In conclusion, the plan of the teaching depends on the situation of whom and what of the target of the teaching.

6. **The Material of Teaching Speaking**

The material that should be given to the students in teaching English through VideoScribe must reference to the context of the teaching in nowadays. To arrange the material, it is needed to havean idea about the ideal syllabus in the teaching English Speaking through VideoScribe

A syllabus should identify the following aspects of language use in order to be able to develop the learner's communicative competence[33]:

a. As detailed a consideration as possible of the purposes for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel

b. Some idea of the setting in which they will want to use the target language; for example, in an office, on an airplane, or in a store The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual

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[33] Atma, N., & Widiati, U. (2015). EFL students" preferences for corrective feedback in speaking instruction across speaking course levels. Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya, 43(2), 183-195.

conversation, or taking part in a meeting

c. The language functions involved in those events or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans

d. The notions or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion

e. The skills involved in the "knitting together" of discourse: discourse and rhetorical skills; for example, storytelling, giving an effective business presentation

f. The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach

g. The grammatical content that will be needed The lexical content, or vocabulary, that will be needed.

1) From the aspect of the syllabus above, it appears the several new kinds of syllabus that is proposed by the advocates of English Speaking. They are[34] **A skills-based syllabus**: This focuses on the four skills of reading, writing, listening, and speaking, and breaks each skill down into its components micro skills. For example, the skill of listening might be further described in terms of the following micro skills;

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[34] Atma, N., & Widiati, U. (2015). EFL students" preferences for corrective feedback in speaking instruction across speaking course levels. Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya, 43(2), 183-195.

a) Recognizing key words in conversations

b) Recognizing the topic of a conversation

c) Recognizing speakers' attitude toward a topic

d) Recognizing time reference of an utterance

e) Following speech at different rates of speed

f) Identifying key information in a passage. Advocates of Corrective Feedback however stressed an integrated-skills approach to the teaching of the skills. Since in real life, the skills often occur together, they should also be linked in teaching, it was argued.

2) **A functional syllabus**: This is organized according to the functions the learner should be able to carry out in English, such as expressing likes and dislikes, offering and accepting apologies, introducing someone, and giving explanations. Communicative competence is viewed as mastery of functions needed for communication across a wide range of situations. Vocabulary and grammar are then chosen according to the functions being taught. A sequence of activities similar to the P-P-P lesson cycle is then used to present and practice the function. Functional syllabuses were often used as the basis for speaking and listening courses.

3) Other syllabus types were also proposed at this time. **A notional syllabus** was one based around the content and notions a learner would need to express, and a task syllabus specified the

tasks and activities students should carry out in the classroom. It was soon realized, however, that a syllabus needs to identify all the relevant components of a language, and the first widely adopted communicative syllabus developed within the framework of classic CLT was termed Threshold Level. It described the level of proficiency learners needed to attain to cross the threshold and begin real communication. The threshold syllabus hence specifies topics, functions, notions, situations, as well as grammar and vocabulary. After deciding the design of the syllabus, the material can be arranged in a reference of its syllabus by paying attention on the following kinds of material They are[35]

1) **Text-based materials**: A typical lesson consists of a theme, a task analysis, for thematic development a practice situation description, a stimulus presentation, comprehension questions and paraphrase exercises.

2) **Task-based material**: A variety of games, roles plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes.

3) **Authentic Materials**: Many proponents of Communicative

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[35] Gagne et al in Guochen Jin, *Application of communicative approach in Collage EnglishTeaching*, Journal of Asian Social Science, Vol 4 No 4, April 2008. 82

Language Teaching have advocated the use of "authentic" "real-life" materials in the classroom. These might includelanguage based reality, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built

7. **The Media of Teaching Speaking**

According to Gagne et al, media is various components in learners' environment which support the learners learn. This may include traditional materials such as handouts, book, newspapers, magazine, charts, slides, overheads, real objects, flash card andvideotape or film, television, and radio, as well newer materials and methods such as computers, internet, and interactive video conferencing[36]. Media means all things helping a teacher in delivering a material and doing the approach in teaching for a reason to ease in achieving the target of learning and teaching language. Such media is needed in implementing a class room learning in order that the students are easy to comprehend all delivered by the teacher, The following Medias are probably able to be used by teachers in teaching English through the communicative approach. They are[37]

a. **Audio Media** offers a wide range of opportunities for group or

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[36] Kemp and Smellie in Regina Rahmi, *The Implementation of Media in English Language Teaching*, Journal of STKIP Bina Bangsa Getsempena Banda Aceh, Vol 5 No 1, Januari-Juni2014. 05

[37] Kemp and Smellie in Regina Rahmi, *The Implementation of Media in English Language Teaching*, Journal of STKIP Bina Bangsa Getsempena Banda Aceh, Vol 5 No 1, Januari-Juni201407

individual use that can deliver instruction involving verbal information and guiding the learning of intellectual and motor skills. Example: (cassette recorder or tape recorder) song, music, reading story, etc. with the same examples, Kemp and Smellie defines that audio aids are media that can be listened to. a) Tape recorder and cassette recorder b) Radio c) Smart phone.

b. **Visual Media** can be formed such as; a) Book or textbook b) Magazine or newspaper c) **Flashcard**, picture or poster d) Realobject /Model/Mock up e) Puzzle f) Blackboard or whiteboard g) Stick figure.

c. **Audio-visual Media** In language teaching, Richards defines that audio-visual media is a great help in stimulating and facilitating the learning of a foreign **language**. The examples of Audio Visual Media can be such as; television, and computer, video, etc.

Medias above are able to be chosen in delivering and doing the teaching and learning process of English language learners to enhance the easy comprehension of an achievement that requires in language learning.

8. **Learning Evaluation**

The term learning evaluation is often equated with a test. Even though they are related to each other, they do not cover the whole meaning. Daily test exams conducted by teachers in class or even final school exams, have not been able to describe the essence of learning

evaluation, especially when it is related to the implementation of the 2013 curriculum. Because, learning evaluation is basically not only assessing learning outcomes, but also the processes that educators go through. and students in the whole learning process.[38]

The terms test, measurement, assessment and evaluation are often misinterpreted and misused in evaluation practice. Conceptually, these terms are actually different from one another, although they are closely related.

A test is the giving of an assignment or a series of tasks in the form of questions or other orders / orders that must be done by students. The results of the implementation of these tasks are used to draw certain conclusions from students. Measurement (measurement) is a process to determine quantity rather than something. That something can mean students, learning strategies, school infrastructure and so on. To take measurements, of course, a measuring instrument is needed. In education, psychology, and other social variables, measurement activities usually use tests as a measuring tool. While the assessment (assessment) is a process or activity that is systematic and continuous to collect information about the process and learning outcomes of students in order to make decisions based on certain criteria and considerations.

If a school is likened to a place for the production process, and prospective students are likened to raw materials, then graduates from that

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[38] Ananda Rusydi and friends, "*Evaluasi Pembelajaran*" (Bandung Ciptapustaka Media, 2014) p 1-2

school are almost the same as processed products that are ready for use, it is also called the expression transformation

Input: is the raw material that is put into the transformation. In the world of schools, what is meant by raw materials are prospective students who are just about to enter school. Before entering a school level (institution), prospective students are assessed first for their ability. With this research it is known whether one day he will be able to follow the lessons and carry out the tasks that will be given to him.[39]

If it is depicted in the form of a points, the transformation will be seen as follows[40]:

- Output: Is the finished material produced by the transformation. What is meant in this discussion is the student who graduated from the school concerned, in order to be able to determine whether students have the right to pass or not, it is necessary to hold an assessment activity.

- Transformation: is a machine whose job is to convert raw materials into finished materials. In the world of school, school is what is meant by transformation. The school itself is made up of several machines that cause the transformation to succeed or fail.

The finished material that is expected in this case school graduate students is determined by several factors as a result of their work the elements that are there.

The elements of the school transformation include:

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[39] Ananda Rusydi and friends, "*Evaluasi Pembelajaran*" (Bandung Ciptapustaka Media, 2014) p 2

[40] Ananda Rusydi and friends, "*Evaluasi Pembelajaran*" (Bandung Ciptapustaka Media, 2014) p 5-7

a. Teachers and other personal.

b. Teaching methods and evaluation systems.

c. Supporting facilities.

d. Administration system.

- Feedback (feed back): is all information concerning both output and transformation. This feedback is needed to improve input and transformation. Graduates who are less qualified or who are not ready to use who have not met expectations will inspire all parties to take action related to the causes of the lack of quality of graduates. These causes include:

a. Poor quality input.

b. Teacher and inaccurate personal (quality).

c. Material that is not or is not suitable.

CHAPTER III

RESEACH METHOD

A. Approach and Type of The Research

This study uses a qualitative approach. This approach was chosen because the researcher will explain the content of this research in the form of words, therefore as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.[41]

While the type of research used was the type of phenomenology. Phenomenological research tries to explain or reveal the meaning of concepts or phenomena of experience based on awareness that occurs in several individuals. This research was conducted in a natural situation, there was no limit in interpreting or understanding the phenomenon under study.[42]

B. Research Location

The research location that the researchers took was at MAN 2 Jember, which located at Street Manggar No. 72 Jember, East Java. The location of this research was chosen because MAN 2 Jember is one of the schools that implements teaching speaking using videoscribe in the teaching and learning process of English.

C. Research Subject

The research subject is someone or something related to research so that information or people in the research setting are used to provide

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[41] J Lexy Moleong, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2012), 6.

[42] Pupu Saeful Rahmat, *Penelitian Kualitatif,* Vol 5, No. 9 (t.tp: EQUILIBRIUM, 2009), 6.

information about the situation and condition of the research setting.[43]

Subjects in this study were determined using a purposive technique. Purposive technique is a technique of collecting data sources with certain considerations. This particular consideration, for example, is the person who is considered to know best about what we expect, or maybe he is the ruler so that it will make it easier for researchers to explore the object or social situation under study.[44]

The subjects or research informants used in this study include:

1. English subject teacher at MAN 2 Jember. One of the considerations in choosing an English teacher is because the English teacher is the right source for data collection at MAN 2 Jember school.

2. Two students of class X IPA 1 MAN 2 Jember. Because the researcher has been recommended by the teacher with the consideration that the student knows.

D. Data Collection Technique

Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data without knowing data collection techniques, researchers will not get data that meets the data standards set[45]. As for this research is observation, interviews, and documentation.

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[43] Muh. Fitrah dan Lutfiyah, *Metodologi Penelitian, Penelitian Kualitatif, Tindakan Kelas & Studi Kasus* (Suka Bumi: CV Jejak, 2017), 152

[44] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2008), 300

[45] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016), 224

1. Interview

Interview is a question and answer activity to obtain information or data[46]. Researchers use the interview method because with this method researchers can obtain the information needed quickly.

The type of interview that the researcher uses is a semi-structured interview, where at first the researcher asks some structured questions. Then one by one deepened in extracting further information[47].

The data to be obtained by using interview techniques include:

a. The purpose of implementing teaching speaking using videoscribe class X IPA 1 is to make students more confident, easier to imitate how native English speaks.

b. The materials used in the implementation of teaching speaking using videoscribe are recount text, prohibition, invitation and dialogue

c. The steps for teaching speaking using video scribe class X IPA 1 are: First, a team is formed into 7 groups and the educator briefly explains the material first. Second, the teacher asks students to review the material last week. Third, students are asked to practice the story telling recount text given by the teacher.

d. The evaluation used in teaching speaking using videoscribe class X IPA 1 is to use formative evaluation in the form of tests (multiple choice) and non-tests (attitude assessment).

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[46] Widodo, *Metode Penelitian Populer & Praktis* (Jakarta: PT Raja Grafindo Persada, 2017), 74.

[47] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik edisi Revisi V* (Jakarta: PT. Rineka Cipta, 2002), 202.

2. Observation

Observational data collection techniques can be interpreted as systematic observation and recording of the elements that appear in an object of research. These visible elements are called data or information that must be observed and recorded correctly and completely.[48]

The observation used in this study is passive participant observation in which the researcher only observes what people will do, hears what they say but is not seen in the activity.

a. The purpose of teaching speaking using videoscribe is to make students more confident and easy to imitate native English speaking

b. The material for teaching speaking using videoscribe class X IPA 1 is recount text, prohibition, invitation, dialogue.

c. The steps for teaching speaking using videoscribe class X IPA 1 are: First, they are formed into 7 groups and the educator explains the material briefly after which students are instructed to study discussion. Both teachers asked students to review last week's material. The three students were asked to do a story telling recount text given by the teacher

d. The evaluation of teaching speaking using videoscribe class X IPA 1 used is formative evaluation, where students work on test assignments (multiple choice) and non-test (attitude assessment).

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[48] Djaman Satori, *Metodologi Penelitian Kualitatif,* (Bandung : Alfabeta, 2014), 103.

3. Document review

Documents are records of events that have passed. Documents can be in the form of writing, pictures, or monumental works of someone. Documents in the form of writing such as diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images such as photos, live images, sketches, and others. Documents in the form of works, such as works of art, in the form of pictures, films, etc[49]

The data to be obtained using documentation techniques include:

a. school profile

b. Learning implementation plan (RPP)

E. Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing the data into categories, describing them into units, choosing which ones are important and will be studied, and making conclusions so that they are easily understood by students. yourself and others[50]

Data analysis in this study used two stages, namely before in the field and during the field. Data analysis before the field is intended so that this researcher is able to find the focus of the research. However, the focus of this research is still temporary. The focus of research can still develop after researchers enter the field. Data analysis in the field is intended to facilitate researchers in finding the required data.

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[49] Sugiyono, *Metode Penelitian...,* 240
[50] Sugiyono, *Metode Penelitian...*, 244

Data analysis in this technique uses an interactive qualitative analysis method. The analysis consists of four streams of activities that occur simultaneously. Data analysis activities in the study used the Milles and Hubermen, Saldana model, namely:

1. Data Collection

Data collection is the first stage in data analysis[51]. In the early stages, the researcher met with the principal to seek information regarding lesson schedules, school profiles, learning tools and the number of students. The two researchers met with the Islamic Cultural History subject teacher and one of the students to conduct interviews, documentation and observations. Then the researcher recorded the words of the sources, along with observing the process according to the research focus in accordance with the research guidelines. Collect some documentation according to the research focus. Furthermore, the researchers looked for some additional references in accordance with the data obtained in the field.

2. Data condensation

In Miles & Huberman's book it is written "Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interviews, transcripts, documents, and other empirical materials. Data condensation is the process of selecting, focusing,

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[51] Matthew B. Miles dan A. Michael Huberman, Analisis data Kualitatif: Buku Sumber tentang Metode-metode Baru, terj. Tjetjep Rohendi Rohidi (Jakarta: UI-Press, 2014), 15.

simplifying, abstracting, and modifying field notes, interview transcripts, documents, and other empirical material (findings). Data condensation means changing the previously vaporized data into a denser (water). The difference between reduction and condensation lies in the way the data is simplified. Reduction tends to sort and then select, while condensation adjusts all the collected data without having to sort (reduce) the data.

The data condensation at this stage is the researcher writes a summary of what has been obtained from data collection regarding the objectives, materials, steps, evaluation of teaching speaking using videoscribe class X IPA 1 at MAN 2 Jember, then the researcher simplifies the results of the summary to be used data presentation.

3. Data Presentation

Data analysis in this stage is done by organizing the data that has been obtained in the form of a description. Through this stage the researcher can understand what happened and what to do further analyze or take action based on the understanding gained from these presentations.

Presenting the data at this stage is the researcher organizing the data that has been obtained, for example if the data is related to the teaching and learning process of educators to students, the researchers combine the data into objectives, materials, steps and evaluations of Islamic Cultural History learning that has been obtained from interview at MAN 2 Jember then the researcher described the results of the contents of the data.

The next stage, the researcher understands the contents of the data collected related to the objectives, materials, steps and evaluation of teaching speaking using videoscribeb class X IAP 1 at MAN 2 Jember to analyze whether the data that has been obtained is in accordance with what the researcher wants or whether the researcher must take action return the results of the data that has been presented.

4. Drawing conclusions or verifying data

This stage is the last stage in data analysis. In this stage, the researcher will conclude the data that has been obtained during the research. This conclusion can be in the form of new findings that have never existed before. Researchers also check the data that has been obtained called data verification. In short, the meanings that arise must be tested for their correctness, robustness, and suitability, which is their validity[52].

The conclusion drawn at this stage is that after the collected data has been presented and an in-depth understanding of the data has been carried out, then the researchers verify the data by checking the data related to what data has been presented with new data to be used as conclusions regarding the objectives. , materials, steps and evaluation of teaching speaking using videoscribe class X IPA 1 at MAN 2 Jember.

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[52] Mattew B. Milles dan A. Michael Hubermen, *Analisis Data Kualitatif,* 17-19.

F. Data Validity

The validity of the data used by researchers is triangulation of techniques, triangulation of sources, triangulation of time. Triangulation is defined as checking data from various sources in various ways and at various times.

1. Triangulation of sources to test the credibility of the data is done by checking data from different sources with the same technique. The data was obtained from the interview process with the English teacher related to teaching speaking using videoscribe material about recount text, prohibition, invitation, and dialogue, then the truth was checked through interviews with students whether the teacher delivered material on recounttext, prohibition, invitation, and dialogue.

2. Triangulation techniques to test the credibility of the data is done by checking the data to the same source with different techniques[53]. The data was obtained from the interview process with the English teacher regarding the material presented on recount text, prohibition, invitation, and dialogue, then the truth was checked through observation activities that the teacher did the learning.

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[53] Sugiyono, *Metode Penelitian,* 330

G. Research Stages

In this study, there are several stages of research, including:

1. Pre-field stage

   a. Develop research design

   b. Choosing a research place

   c. Manage permits

   d. Selecting informants

   e. Prepare research completion

2. Field implementation stage

   a. Understanding the background

   b. Entering the research field

   c. Collecting data

   d. Completing incomplete data

3. Post-research stage

   a. Analyze the data obtained data

   b. Manage research completion agreements

   c. Presenting data

   d. Revise reports that have been refined

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. **The Overview of Research Objects**

This chapter is expected to give the research results wich was conducted at MAN 2 Jember, this chapter will also discuss the overview of research object, presentation and data analysis, the last is the discussion of the findings.

1. **The History of MAN 2 Jember**.

This researcher section will describe a detailed description of the history of MAN 2 Jember, from the results of observations carried out on May 5, 2021. Observations were established for one day starting at 07.45 Am to 12.00 Am, the implementation of observations prioritized detailed aspects of the history of MAN 2 Jember such as , at the beginning of the year it was established, the PGA was formed as the initial establishment of the constitution until it changed its status to MAN 2 Jember.

First of all MAN 2 Jember is one of the educational institutions under the auspices of the Ministry of Religious Affairs Republic of Indonesia. MAN 2 Jember was the convert result from PGAN Jember, in accordance with the Decree of the Minister of Religion Number: 42 Year 1992 Date: January 27, 1992 PGAN Jember starting from July 1, 1992 changed function to Madrasah Aliyah Negri 2 Jember[54].

Since the establishment of this institution under the Ministry of

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[54] http://man2jember.sch.id/?page_id=59

Religion, it has always innovated and developed in line with the development of the world of education in the country. From the old inscriptions and documentation, the map of the journey so that it became MAN 2 Jember can be stated as follows:

a. In 1950, the Minister of Religion of the Republic of Indonesia, which at that time was held by: KH. Ahmad Dahlan, founded a school named Jember State Religious Teacher Education, with the Minister of Religion Decree number: 195/A/C.9?1950, dated December 27, 1950, where it placed in the SMI building (Islamic High School) located on Jalan KH. Siddiq number 201, Talangsari Jember.

b. In early 1951 it changed to state of PGAP and the place was moved to SMPN 1 Jember (Jl. Kartini) until 1954.

c. The year of 1954, it moved to SGB (School for Lower State Teachers, Jalan Kartini) now at SMK 1 Jember, until 1956.

d. Then since 1956 it moved to STN (State Technical School, Kreongan, near the Lung Hospital, now SMPN 10 Jember but entered in the afternoon until 1959 because the STN itself was used in the morning.

e. Then in the period of 1959 until now, occupies its own building (which is currently occupied). Originally named Jalan KH. Agus Salim, but since 1978 it has changed to Jalan Manggar Jember.

f. In 1960 PGAPN changed to PGAN 4 Tahun Jember. the word "Tahun" means, education is only taken for a period of 4 years

g. The 1964/1965 academic year changed to 6-year PGAN (6 years of study) based on the Minister of Religion's Decree number 19 of 1959. So that 4-year PGAN graduates no longer continue to Malang.

h. In 1978, it changed to 3 years PGAN, which took 3 years to study and no longer took 6 years. (Decree of the Minister of Religion number 19 of 1978) . So that the students of grades I, II and III become MTsN 2 Jember, while grades IV, V and VI become grades I, II and III PGAN.

i. The last was converted in 1992, it changed to MAN 2 Jember (SK Menag No. 42 of 1992 dated January 27, 1992), until now.

Based on the explanation above, we can see that MAN 2 Jember began from PGA, then it was also undergone several changes in accordance with the regulations of the education law. since 1950 MAN 2 Jember was undergone 6 changes to the name of the institution. started from PGAN (Jember State Religious Teacher Education), then changed to PGAP, in 1960-1978 PGAP was changed again to PGAPN (6 Years of study), then it changed to 3 years PGAN, which took 3 years to study and no longer took 6 years, and 9) The last was converted in 1992, it changedto MAN 2 Jember.

Besides that, since PGAN until it actually turned into MAN 2 Jember, the study building also moved around. started in where it was placed in the SMI building (Islamic High School) located on Jalan KH. Siddiq number 201, Talangsari Jember. then since 1954 it moved to SGB (School for Lower State Teachers, Jalan Kartini) now at SMK 1 Jember,

until 1956, 4) afterward, since 1956 it moved to STN (State Technical School, Kreongan, near the Lung Hospital, now SMPN 10 Jember but entered in the afternoon until 1959 because the STN itself was used in the morning. Since 1978 it has changed to Jalan Manggar Jember.

Meanwhile, over a period of 71 years, since being formed in the PGA institution until turning into MAN 2 Jember ,the Head of School since its establishment until now has undergone 15 changes to the Head of Madrasah as follows:

Table 2.4
Principal Arrangement of MAN 2 Jember

No	Name	Years
1	2	3
1	Hartojo, SE	1950 – 1953
2	Soewardi Atmo Sudirdjo	1953 – 1954
3	D.J. Astrodjojo	1954 – 1955
4	R. Soewondo Martohadjojo	1955 – 1957
5	Mardono Sastroatmodjo	1957 – 1962
6	Moh. Ichsan, B.A	1962 – 1966
7	DRS. H. Abdul Fatah	1966 – 1981
8	Chamim, B.A	1981 – 1983
9	Drs. Mulyadi	1983 – 1992
10	Suradji, B.A	1992 – 1995
11	Drs. Hamdani	1995 – 2001
12	Drs. Ashadi	2001 – 2006
13	Drs. Musthofa	2007 – 2017
14	Drs. Soeharno, M.Pd	2018 – 2019
15	Ridwan, M.Pd	2019 – Sekarang

The table above describes the history of the madrasah leaders since 1950-present with a total of 15 changes, Mr. Hartojo, S.E was the first principal in 1950-1953 as head of the PGA at that time. while the current principal at MAN 2 Jember is Mr. Ridwan, M, Pd who started his term of service from 2019 until now. The change of the head of this madrasah will

continue in accordance with the statement that has been regulated in the law principle. the data was taken from the profile archive document of MAN 2 Jember at the time of observation.

2. **The Geographic Location of MAN 2 Jember**

The geographical location of MAN 2 Jember is important for researchers to describe in this study, considering that during its initial journey until now, MAN 2 Jember has changed locations 3 times. The following is the geographical location:

Based on observations that have been carried out on May 5, 2021, the location of MAN 2 Jember is located in St Manggar No. 72 Gebang Poreng Patrang Subdistrict District / City Jember with the following boundaries:

a. North border: Housing residents

b. South border: Housing residents

c. West side border: Mosque

d. East border: Housing residents[55]

A clearer description of the geographical location above is, right to the north and south of MAN 2 Jember there are residential housing, while to the west of MAN 2 Jember is the Quba mosque. and to the east of MAN 2 Jember there is also a residential area for residents. Thus, we can describe this geographical location

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[55] http://man2jember.sch.id/?page_id=59

3. The Profile of MAN 2 Jember

A profile is a brief description of a person, organization, object, institution or region. Profile writing is written briefly and clearly and can describe something we write whether it is a person, object, institution or region.

The following is a profile of MAN 2 Jember which was obtained from observations that have been carried out on May 5, 2021:

a. School Name : MAN 2 Jember

b. NPSN : 20580292

c. Education Level : Senior High School

d. School Status : State Institution

e. School Address: St. MANGGAR NO. 72

f. Postal Code :

g. Village : Patrang

h. Subdistrict : Gebang Poreng

i. Regency : Jember

j. Province : East Java

k. Geographical Position : Latitude -8.2731 and Longitude 113.5345

l. Phone Number : 021 5703303

m. E-mail : www.man2jember.sch.id

n. Accreditation Status : A[56]

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[56] https://referensi.data.kemdikbud.go.id/tabs.php?npsn=20580292

From the data above, we can see that MAN 2 Jember has a good madrasa profile, the completeness of important educational profile data such as NSPN, Postal Code, E-mail, and school accreditation has been fulfilled.

4. **School Vision and Mission of MAN 2 Jember**

Schools as one of the educational institutions that are given the task to realize the purpose of national education must carry out its role properly. In carrying out the role, schools must be managed properly in order to realize their goals education that has been formulated optimally. Vision and mission are very important element in the school, where the vision and mission are used so that in its operations are moving on the track mandated by stakeholders and expect achieve the desired condition in the future as a manifestation of the goal

As a school under the auspices of the ministry of religion MAN 2 Jember is required to have a clear vision and mission in order to achieve the expected educational goals, here are the visions and missions of MAN 2 Jember which were obtained at the time of observation which was carried out on 5 May 2021:

a. **Vision**: After graduating from Madrasah Aliyah Negeri 2 Jember, alumni are able to develop: "Togetherness, Innovative, Creative, Responsible for both Ethics and Morals"

b. **Mission:** Strive for an orderly, disciplined, harmonious learning process, in a humane and pleasant atmosphere, to develop the ability of

spiritual intelligence, intellectual intelligence, emotional intelligence and social intelligence, so that students have "science based" a balanced personality, balanced and harmony between arts and science, so that the outcome is able to develop innovation, creativity, responsibility both ethically and morally and accountable.[57]

Based on the vision and mission of MAN 2 Jember above, we can see that the educational goal to be achieved by MAN 2 Jember is to produce madrasa graduates who are disciplined, creative, innovative and uphold the principles of the noble life of a Muslim.

5. **The Organization Structure of MAN 2 Jember**

The school management organization is a school organization that has a direct role in designing, implementing, regulating, and evaluating programs run by a school. This organization involves school principals, teachers, parents, and several community leaders in the school environment to monitor and evaluate the course of school programs, such as the structure of school committees, cooperatives, and others.

The following is the composition of organization structure and education staff and teachers of MAN 2 Jember in the 2020/2021 school year which were obtained at the time of observation was carried out on 5 May 2021:

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[57] http://man2jember.sch.id/?page_id=59

Table 3.4

Core management table of MAN 2 Jember

No.	Name	Posisition
1	2	3
1.	Syamsul Arifin, S.Pd.I	The Head Principle
2.	Nur Hidayat, S.Pd, M.Pd	The vice Principle of Curriculum
3.	Ahmad Suwandi, S.Pd	The Vice Principle of Pupils
4.	H. Sugeng, S.Pd	TheVice Principle of Facilities and Contruction
5.	Titien Indrawati, S.Pd	The Vice Principle of Society Relation[58]

From the table above, we can see that the core management of MAN 2 Jember consists of a principal and 4 deputy principals who assist the leader. They are The vice Principle of Curriculum, The Vice Principle of Pupils, TheVice Principle of Facilities and Contruction, and The Vice Principle of Society Relation.

Teachers are the main axis of education. It determines the progress of a country in the future. In general, the teacher's job is to teach studentsto have knowledge and skills in each subject area. Standing as an official state educational institution, MAN 2 Jember is required to have competent educators. The following is a list of educators at MAN 2 Jember according to subjects which were obtained at the time of observation was carried out on 5 May 2021:

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[58] http://man2jember.sch.id/?page_id=59

Table 4.4
Teacher Duties List of MAN 2 Jember

No.	Name	Position
1	2	3
1.	Ahmad Suwandi, S.Pd	Math Teacher
2	Syarifah, S.Pd, M.Pd	Math Teacher
3	Dra. Hj. Elis Muasyiroh, M.Pd	Bahasa Indonesia Teacher
4	Tantri Leonita, S.S	Bahasa Indonesia Teacher
5	Ribut Hariyanto, S.Pd	Physics Teacher
6	Imam Nawawi S.Pd, M.Pd	Physics Teacher
7	Hj. Titien Indrawati, S.Pd	Citizenship Education Teacher
8	Syamsul Arifin, S.Pd.I	Citizenship Education Teacher
9	Yuan Ursulasari, S.Si., M.Pd	English Teacher
10	Rizkyani Dwi lustika, S.Si	English Teacher
11	Isti Dwi Mu'alimah S.Pd	English Teacher
12	Wahyu Puji Subroto, S.T	Social Teacher
13	Abduh Shomad, S.E	Social Teacher
14	M. Wafir Amin, S.Kom	IT Teacher
15	Ahmad Affandi, S.Kom	IT Teacher
16	Akhmad Rio Ieqbal Fathoni, S.Pd	Arts Teacher
17	Naimatul Istiqomah, S.Pd	Arts Teacher
18	M Mahrus S.Pd. Jas	Physical Education and Sports
19	Lilis Kuriniawati, S.Pd. Jas.	Physical Education and Sports
20	Hj. Enike Tri Wulandari, S.Pd	Science Teacher
21	Humairoh S.Pd	Science Teacher
22	Diana Suliswati, S.Sos	Socilogy Teacher

From the table above, we can see that all the teachers in MAN 2 are 22 teachers, with each different proficiency subject.

Another importan data presentation is about the officers duties list in MAN 2 Jember. Administrative administration is organizational subsystem, in this case is school organization. Its main activities are take care of all forms of school administration, from correspondence to inventory of goods and also concerns all material information and tangible information script. The importance of administration because it canhelp and facilitate other subsystems such as student affairs, curriculum, administration personnel, and others.

With this, the researcher will present data related to administrative employees and also employees in other midwives who are in charge of administration, facilities and others. We have obtained this data from the results of observations that have been carried out on May 5, 2021[59].

Table 5.4
Officer Duties List of MAN 2 Jember

No.	Name	Position
1	Malwinatul Isa	Treasurer and Administration
2	Akhmad Rio Ieqbal Fathoni	Treasurer and Administration
3	Malwinatul Isa	Treasurer and Administration
4	Lailatul Maghfiroh	Library Staff
5	Nanang Hermanto	Library Staff
6	Maulana Ibrahim	Security
7	Totok Nurmantyo	Security[60]

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[59] Observation 05, May 2021
[60] Observation 05, May 2021

Based on the presentation of the data from the observations above regarding the description of administrative employees, libraries and security guards. we can see that the number of administrative employees is 3 people, with library employees totaling 2 people and there are 2 people as security guards at MAN 2 Jember

6. Student Situation at X Grade of MAN 2 Jember

A description of how the condition of class X students at MAN 2 Jember, will then be the final part of the overview of research objects. We will describe the data presentation of class X students at MAN 2 Jember in a straightforward manner below. The data exposure was obtained by the researcher after making observations that had been carried out on May 5, 2021.

Table 6.4
Data Details of Students Tenth Grade Per-Class at MAN 2 Jember 2020/2021

No.	Class	Amount		
		Male	Female	Total
1.	X IPA 1	12	18	30
2.	X IPA 2	10	22	32
3.	X IPA 3	9	21	30
4	X IPA 4	9	23	33
5	X IPS 1	12	18	30
6	X IPS 2	17	13	26
7	X IPS 3	14	15	29
8	X IPS 4	17	18	30
9	X Agama 1	10	12	22
10	X Agama 2	12	13	25[61]

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[61] Observation at 05, May 2021

From the results of the observation data presentation above, we will describe it as follows. the total number of students in class X at MAN 2 Jember is 277 students, with details of 122 male students and 173 female students. Class division is divided into 3 majors, namely science majors as many as 4 classes, social studies majors as many as 4 classes , and 2 classes of religion majors.

B. Presentation and Analysis of Data

Every research must be accompanied by data presentation. The presentation of the data is done after the data has been collected, with the presentation of the data we can understand what happened and what should be done, because this data will be analyzed. As mentioned in the previous chapter, the researchers used interview, observation and documentation techniques which were presented by collecting data from the triangulation techniques.

The following will describe the results of research that have been collected by researchers related to the results of interviews and observations, data about The Implementation of Teaching Speaking Using VideoScribe at X IPA 1 of MAN 2 Jember will be presented:

1. The Purpose of Teaching Speaking Using VideoScribe

Every research must be accompanied by data presentation. The presentation of the data is done after the data has been collected, with the presentation of the data we can understand what happened and what should be done, because it is from this data that will be analyzed. As

mentioned in the previous discussion, the researchers used interview, observation and documentation techniques which were then presented by collecting data from the three techniques.

The following is the interview data that the researchers have collected, The explanation below is about the purpose of teaching speaking using VideoScribe at X IPA I of MAN 2 Jember which was the first focus research in this study. Here is the results of interviews conducted on Wednesday 5th May 2021 (09.00 Am), with the resource person being an English teacher for class X IPA I on behalf of Mrs. Yuan Ursulasari, S.Si., M. Pd. Please note that the interview was conducted through the Google form, considering that during the interview held unfortunately the pandemic was still ongoing.

The purpose of teaching speaking using VideoScribe at X IPA 1 of MAN 2 Jember according to Mrs. Yuan Ursulasari, S.Si., M.Pd. explained that:

"we hold 5 classes for X grade, basically learning English using VideoScribe has the main goal of making it easier for students to increase their confidence and helping students to more easily imitate how native English speakers speak".

From the data above, we can see that the main purpose of teaching speaking using videoscribe is to increase students' self-confidence and help students to more easily imitate how native English speakers speak, and by using Videoscribe which is an animated learning application, it is hoped that it can bring an element of entertainment to students.

However, during the learning process of Speaking using the VideoScribe, the researchers saw that students were more active and responsible for making their ability, as well as increasing good confidence and imitate how native English speak[62].

In order to test the validity of the interview data, researchers have made observations and other review documents of the lesson plans used by teachers. The observations were made to find out whether these objectives were true for the students of class X IPA 1. Observations have been carried out for 3 meetings with the following description of the observations.

The statement above is emphasized in the lesson plan point A about learning objectives, students are able to:

> *"First,* students are able to increase confidence in the performance of speaking skills in order to foster good social interaction *Second,* students are expected to be able to imitate native English speaking skills in good application"[63]

Based on the data that has gone through the data validity process above, the researcher concludes that from the results of interviews, documentation and observations during the learning process, the purpose of Teaching Esnglish Using VideoScribe was to increase their confidence and helping students to more easily imitate how native English speakers speak. The lesson plan can bee seen in appendix.

Researchers have also made observations with the result on the observation of the implementation of learning activities, it is proven that

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[62] Observation, MAN 2 Jember, 5 May 2021
[63] Observation, MAN 2 Jember, 5 May 2021

the achievement of the objectives of teaching speaking using videoscribe has been properly achieved. as evidenced by the dominance of students who dare to imitate and apply speaking skills from native speaking through voice notes. observation data can be seen in the appendix

The researcher concludes that from the results of interviews, documentation and observations during the learning process that the purpose of teaching speaking using videoscribe is to make students more confidence and easier on how to imitate how native english speaker speak.

2. Teaching Speaking Materials Using VideoScribe at X IPA 1 MAN 2 Jember

Learning material stands in a very important position of the entire curriculum that must be prepared, so that the implementation of learning can achieve targets in accordance with Competency Standards and Basic Competencies. This means that the material specified for learning activities should really support the achievement of competency standards and basic competencies as well as indicators.

The following is the interview data that the researchers have collected, The explanation below is about the material used at X IPA I of MAN 2 Jember which was stand as the second focus research in this study. Here is the results of interviews conducted on Wednesday 5th May 2021 (09.00 Am), with the resource person being an English teacher for class X IPA I on behalf of Mrs. Yuan Ursulasari, S.Si., M. Pd. Please note

that the interview was conducted through the Google form, considering that

during the interview held unfortunately the pandemic was still ongoing.

The material for teaching speaking using videoscribe according to

Mrs. Yuan Ursulasari, S.Si., M.Pd as an English teacher explained that:

> "All these materials that are given to the students were as the considerations that they need to learn English from the theory, so we teach them about recount text. After they have comprende it we move to the next material that may be needed in the social communication such as, Prohibitions, Invitation, dialog, stories and other materials that relates on the real life[64]"

In order to test the validity of the interview data, researchers have

made observation as well as another interview with Muhammad Virdan Tri

Fajrin as the coordinator and Tiara Yuniarti Dwicahyani as the student of X

IPA 1 and review documents of the lesson plans used by teachers. The

observations were made to find out whether these objectives were true for

the students of class X IPA 1. Observations have been carried out for 3

meetings with the following description of the observations.

The statement above was also added with a material interview to

one of the students named Muhammad virdan tri Fajrin as the coordinator

of X IPA 1:

> "The lesson we study was about recount text, Prohibitions, Invitation, dialog, stories, intonation, and other materials that relates on the real life as the lesson we must master it, owing to the fact that all the lessons including tenses and others consist of those. Our teacher teach us slowly and step by step, because they do not want to make us lazy that will impact in their studying – English, exactly."[65]

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[64] Interview 1 Wednesday 5th May 2021 (09. 00 Am)
[65] Interview 2 Thursday 6th May 2021 (09. 00 Am)

From the interview data above, we can see that the material learned by students is in accordance with the teacher's explanation on behalf of Mrs. Yuan UlsulasarI, S.Si., M.Pd that the material is about recount text, prohibition, invitation and dialogue. This material is very useful for practicing English social function in students.

The statement above was added to an interview with one another students named Tiara Yuniarti Dwi Cahyani as follows:

> "recount text become our material in class for the reason we have is to reach the abilities of every member. We, the students, understand to what teacher want to reach in studying English, so we have provided this challenge not only to broaden our abilities in speaking but also to build our mental in order we as the students can have self-confidence. We also learn about prohibition, invitation and dialogue as another material.

From the interview data above, we can see that the material learned by students is in accordance with the teacher's explanation on behalf of Mrs. Yuan UlsulasarI, S.Si., M.Pd that the material is about recount text, prohibition, invitation and dialogue. This material is very useful for practicing English social function in students.

Thus, the results of the interviews above, the researcher concludes that the learning materials given by the teacher to class X IPA 1 students are the types of material that lead to a focus on improving the quality of speaking skills, simultaneously, the researcher also takes the position of being an observer that the self-confidence aspect is also a significant focus in the material.

The interview data is also very coherent and relevant to the lesson plans that are available as the basis for teaching the teacher's lesson plans point

> " The material is going to talk about interaction texts, spoken and written, short and simple, which involves the act of giving and asking for information related to the circumstances / actions / activities / events that were carried out/occurred in the past which refers to the time in form of recount text, prohibition, invitation, and dialogue"[66]

Based on the results of interviews, documentation and observations, the researchers concluded that the material for teaching speaking using videoscribe class X IPA 1 was Recount text, Prohibitions, Invitations, dialogues, stories. Likewise, the teacher has implemented the material quite well.

3. Steps of Teaching Speaking Using VideoScribe at X IPA 1

The implementation of teaching and learning activities in the classroom does not eventually go through a momentary stage, it is necessary to apply some steps that must be passed by teachers and students. The preparation of the steps of teaching speaking using videoscribe is to make easier for the teacher to convey the material, on theother hand, to make students become easier to understand the material due to the straightforward arrangement of the learning implementation.

Next, the researcher will present data from the results of interviews with teachers and students of class X IPA 1 regarding how the steps of teaching speaking using videoscribe are applied. Observation and

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[66] Observation, MAN 2 Jember, 5 May 2021

document review are also used by researchers to support the validity of

the data obtained.

The following is the interview data that the researchers have collected, The explanation below is about the steps of teaching speaking using VideoScribe at X IPA I of MAN 2 Jember which was the third focus research in this study. Here is the results of interviews conducted on Wednesday 5th May 2021 (09.00 Am), with the resource person being an English teacher for class X IPA I on behalf of Mrs. Yuan Ursulasari, S.Si., M. Pd. Please note that the interview was conducted through the Google form, considering that during the interview held unfortunately the pandemic was still ongoing.

> "we divided the class into 7 groups with each group consisting of 4-5 students, the purpose of this division is to support convenience for students who often have difficulties in studying individually. Then, before the class starts, our tradition is to review the material last week. After that, we prepared teaching materials today. pragmatically, students are encouraged to burden themselves by self reading the material at home, none other than to gain connectivity during class hours. This speaking skill is conveyed through technology-based animation media to make it easier for students to momentarily imitate how story telling is conveyed. Purely, they were then assigned to send voice notes in each available group in order to apply speaking and how to tell story"[67].

Thus, the researcher understands that the steps in teaching speaking using VideoScribe are through certain stages according to the main tasks of the students in the class. starting with forming a group as a step to make it easier for students to discuss during learning, then reviewing the last week's material, followed by the distribution of speaking material on the basis of current technology media.

In order to test the validity of the interview data, researchers have

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[67]Interview 1 Wednesday 5th May 2021 (09. 00 Am)

made observation as well as another interview with Muhammad Virdan Tri Fajrin as the coordinator and Tiara Yuniarti Dwicahyani as the student of X IPA 1 and review documents of the lesson plans used by teachers. The observations were made to find out whether these objectives were true for the students of class X IPA 1. Observations have been carried out for 3 meetings with the following description of the observations.

In accordance with the explanation from the teacher, the same statement was also made by one of the students named Muhammad Virdan Tri Fajrin as the coordinator of class X IPA 1 as follows:

> "Yes, sir, that's right, Mrs. Yuan told us to make 7 groups and we are usually asked what last week's material was about, then we were given today's material about story telling. We use VideoScribe for the media, sir[68]".

The statement above was added to an interview with one another students named Tiara Yuniarti Dwi Cahyani as follows:

> "If you about the learning steps, Mrs. Yuan often in the beginning ordered students to form groups of 4-5 people. then Mrs. Yuan asked students to briefly review last week's material to see students' understanding and memory of the material. When Mrs. yuan teaching speaking skills, often uses VideoScribe because we are happy and easy to imitate how to speak like native speakers then students are required to practice story telling".

In line with the two statements above, the researcher understands and concludes that the The steps of teaching speaking using videoscribe are starting from forming 7 groups consisting of 4-5 students, then before starting the material, the teacher first reviews last week's material to find out whether students understand the material well and are able to

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[68]Interview 2 Thursday 6th May 2021 (09. 00 Am)

remember or not. the next step is, Mrs. Yuan prepared teaching materials today. pragmatically, students are encouraged to burden themselves by self reading the material at home, none other than to gain connectivity during class hours. This speaking skill is conveyed through technology- based animation media to make it easier for students to momentarily imitate how story telling is conveyed.

Based on the results of interviews, observations and documentation, the researcher concluded that the first step used by Ms. Yuan was to explain the theme or sub-chapter of the material to be discussed, after which it would be formed into 7 groups to start discussions or review the material that had been explained by Ms. Yuan. then students are required to practice story telling.

4. **Evaluation of Teaching Speaking Using VideoScribe at X IPA 1 MAN 2 Jember**

In the field of education, learning evaluation is a mandatory activity for every person who is involved in the field of education. As an educator, the learning evaluation process is useful in terms of making future decisions for the progress of students in particular and the world of education in general.

The following is the interview data that the researchers have collected, The explanation below is about the evaluation of teaching speaking using VideoScribe at X IPA I of MAN 2 Jember which was the fourth focus research in this study. Here is the results of interviews

conducted on Wednesday 5th May 2021 (09.00 Am), with the resource person being an English teacher for class X IPA I on behalf of Mrs. Yuan Ursulasari, S.Si., M. Pd. Please note that the interview was conducted through the Google form, considering that during the interview held unfortunately the pandemic was still ongoing.

Evaluation of Teaching Speaking using VideoScribe according to Mrs. Yuan Ulustriani S.Si, M.Pd as a teacher of MAN 2 Jember:

> "For the evaluation, I used a formative evaluation in which I gave a story and then I asked the sudent to read and retell the story by their own word using Voice Notes. I also do other assessments such as attitude assessments. We also carry out learning evaluations with essay writing tests and multiple choice questions as daily tests, the purpose is about efficiency in assessing student learning outcomes per week.

Based on the interview above, the researcher concluded that the learning evaluation was carried out in a formative way, through giving students reading questions and then asking students to retell the story in their own language through voice notes on the other hand teacher did the evaluation through essay writing tests and multiple choice questions as daily tests, the goal is efficiency in the assessment of student learning outcomes per week..

In order to test the validity of the interview data, researchers have made observation as well as another interview with Muhammad VirdanTri Fajrin as the coordinator and Tiara Yuniarti Dwicahyani as the studentof X IPA 1 and review documents of the lesson plans used by teachers. The observations were made to find out whether these objectives were

true for the students of class X IPA 1. Observations have been carried out

for 3 meetings with the following description of the observations.

In accordance with the explanation from the teacher, the same

statement was also made by one of the students named Muhammad Virdan

Tri Fajrin as the coordinator of class X IPA 1 as follows:

> "That's right sir, Mrs. Yuan gave us a story question then Mrs. Yuan
> told us to retell it in our own language and sent it via voice note. We
> also get essay writing tests and multiple choice questions as daily
> tests, in student study exams per week."

The statement above was added to an interview with one another

students named Tiara Yuniarti Dwi Cahyani as follows:

> "Yes, that's right, during the daily exam, Mrs. Yuan usually tells us
> to read the story text and then we have to retell it using our own
> language. in the daily exam, there are essay and multiple choice
> questions as well".\

This is also confirmed by the RPP of the establishment evaluation

point C regarding assessment, namely: verbal test, essay test, and multiple

choice also non-test (attitude assessment).

a. Attitude: Observation of students regarding honesty, politeness,
responsibility, and responsiveness.
b. Skills: Practice re-drawing stories and providing information related to

past events or activities referring to the time of its occurrence and its

completion.

c. Knowledge: Written test in the form of a essay description/ multiple

choice

Based on the results of interviews, documentation and observations

above, the researcher concludes that the evaluation used is

formative evaluation, and non-test (attitude assessment).

Table 7.4
Findings Table

No	Reseach Focuse	Findings
1.	What is The Purpose of Teaching Speaking Using VidoScribe at X IPA 1 of MAN 2 Jember?	1. Students are expected to increase their confidence 2. Students are expected to imiteate how native English speak..
2..	What is The Material of Teaching Speaking Using VideoScribe at X IPA 1 of MAN 2 Jember?	1. Recount Tex. 2. Prohibition 3. Invitation 4. dialogue.
3.	What is The Steps of Teaching Speaking Using VideoScribe at X IPA 1 of MAN 2 Jember?	1. make 7 groups in the class. 2. Do a review of last week's material 3.The teacher gives the material 4. students practice story telling.
4.	What is The Evaluation of Teaching Speaking using VideoScribe at X IPA 1 of MAN 2 Jember?	Evaluation of Teaching Speaking Using VideoSctibe in class X IPA 1 MAN 2 Jember is the evaluation used is formative evaluation in the form of tests (Essays) and non-tests (attitude assessments).

Table 8.4
Speaking skill work rubric
(Source: H Douglas Brown)

Aspects	Weight	Criteria				Score
		1	2	3	4	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	
Pronunciation	2	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	
Accuracy	2	The serious errors present in speech makes the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are so minor so that the message would be easily comprehended	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, no more than one mispronounced word	Speaks clearly and distinctly nearly all the time, no more than one mispronounced word	Speaks clearly and distinctly all the time, no mispronounced words	
Performance skill	2	Speaking in volume which is almost inaudible, no facial expression, and not communicative	Mumbling, flat facial expression, and less communicative	Speaking in soft voice, but can be understood, good facial expression, and communicative enough	Speaking clearly and loudly, good facial expression, and communicative	

C. Discussion of Findings

After the data was collected from the results of interviews and observations, the findings are then described with existing theories. The findings are all data from the field which will be disclosed as follows:

1. Purpose of Teaching Speaking Using Video Scribe of Class X IPA 1 at MAN 2 Jember

Learning objectives or instructional objectives are the behavior of learning outcomes that are expected to occur, be owned, or controlled by students after participating in certain learning activities. Learning objectives are the direction to be directed from a series of activities carried out in the learning process. In learning a foreign language, one of the important skills that must be mastered well is speaking skill. Here is an explanation of the theory of speaking skills according to the experts

Speaking is one of language skills which is very difficult to be learned by the students, even for the learners of junior and senior high school as EFL. Douglas H Brown cited categories of speaking perfomance for oral production. These are, first *imitative.* At one end of types of speaking perfomance is the ability to simply parrot back (**imitate**) a word or phrase or possibly a sentence. Second *intensive.* A second type of speaking frequently employed of the production of short stretches in oral language to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship such as (intonation, rythm, stress, juncture). Third, *responsive and interactive* cited about interaction

and comprehension in somewhat limited level of very short conversation (greetings and simple talk, simple request and comment and the like. On the other hand it cited also about the lenght and complexity of the interaction.. fourth **extentive** (monologue) include speech, oral presentation, and story telling.[69]

According to Dehghani and Jowker, as cited in Rashasoor. stated that speaking to be the heart of both first and second language learning[70]. Meanwhile, experts assume that the ability to communicate orally is equal to knowing the given language since speaking is the main means of human communication. Listening and speaking skills are essential elements for learners to communicate with each other. this skill interrelated towards each other. As linguist Rivers claimed, speaking does not of itself constitute communication unless what is said is comprehended by another person. Learning to communicate among one another requires these two skills to work side by side. Once this is achieved, then the learner will be able to use the language.[71]

While the theory about Video Scribe also known as Whiteboard animation, is an engaging new form of storytelling which replicates a 'stop-motion capture style'. Videoscribe software, created by Sparkol, allows you to create this style of animated videos quickly and easily.

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[69] Weir, Cyril.(2001).The formative and summative uses of language test data: Present concerns and future directions. In Catherine Elder (Ed). Cambridge: Cambridge University Press, page 177-123.

[70] Asakereh, A., & Afshar, H. S. (2016). Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors' Perspectives. Electronic Journal of Foreign Language Teaching,13(1), 112-130.

[71] Samuel Terry, The Asian EFL Journal Second Language Acquisition – Academic Research TESOL Indonesia International Conference Edition December (2016) Volume 6. Page 50.

Videoscribe is an interactive ICT platform technology, which can be rendered as video and use in lesson or in learning. It is the same as using PowerPoint in lesson, yet it creates more advantages for learners to use them in speaking.[72] Video Scribe was expected tobe a proper and effective media for teacher to enroll the class by priotizing fun and easy learning aspects, so that it will give more benefit and entertainment value in order to cover up several weaknesses stated above, afterward the main purpose of this study is to measure students speaking skill trhough Video Scribe called as influencer and how it can be implemented.

Meanwhile the purpose of teaching speaking using videoscribe at X IPA 1 of MAN 2 Jember, the teacher carries out the desired goals, namely: a. Can increase student confidence. b. Can make it easier to imitate the way native speakers speak.

Based on the findings, the purpose of teaching speaking using videoscribe at X IPA 1 of MAN 2 Jember is to increase students' confidence in speaking skills, to make it easier for students to imitate how native English speaks.

2. **The Materials of Teaching Speaking Using VideoScribe at X IPA 1 MAN 2 Jember**

Learning material is the substance that will be delivered in the teaching and learning process. Without materials, the teaching and learning process will not run. Therefore, the teacher who will teach must

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[72] Manchester Metropolitan University. What is Videoscribe? (June 16, 2016). Retrieved from http://www.mmu.

have and master the learning material that will be delivered to students. Learning materials are a source of learning for students. The material referred to as a learning resource is something that carries a message for learning purposes.

In general, student activity will be reduced if the learning material provided by the teacher does not attract his attention due to the way of teaching that ignores teaching principles. Often the teacher feels that he has mastered the subject matter by using language that is not in accordance with the development even if the student, then the teacher will experience failure in delivering the material and vice versa, students will experience failure in receiving the lesson[73].

Learning materials also need to be chosen properly in order to help students achieve competency standards and basic competencies. In essence, the types of learning materials require different strategies, media and evaluation methods. The scope and depth of learning materials really need to be considered so that they are in accordance with their level of competence. The order of learning materials needs to be considered so that learning becomes directed. The way to teach or deliver learning material also needs to be chosen properly so that it is not wrong to teach it.[74] Therefore, it is better to convey the subject matter according to the development of students. Thus, learning material is a component that

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[73] Fitrah, *Belajar dan Pembelajaran,* . dalam "Jurnal Kajian Ilmu-ilmu Keislaman", Vol. 03 No. 2 (Padang : IAIN Padang Sidimpuan , 2017), 343.
[74] Fitrah, *Belajar dan Pembelajaran,* . dalam "Jurnal Kajian Ilmu-ilmu Keislaman", Vol. 03 No. 2 (Padang : IAIN Padang Sidimpuan , 2017), 343.

cannot be ignored in learning, because the material is the core of the teaching and learning process that is delivered to students.

Meanwhile the material for teaching speaking using videoscribe at X IPA 1 of MAN 2 Jember, researchers found that teachers provide learning materials to support the achievement of learning objectives such as: a. Recount text. b. Pirohibition. c. invitations. d. dialogue.

Based on the interview, observation and document review the researcher concludes that the material for teaching speaking using videoscribe at X IPA 1 of MAN 2 Jember: first, explains the recount text. Second, explain Prohibition. Third, explain the invitation. Fourth, explain the dialogue text.

3. **Steps for Teaching Speaking Using VideoScribe at X IPA 1 at MAN 2 Jember**

The implementation of teaching and learning activities in the classroom does not eventually go through a momentary stage, it is necessary to apply some steps that must be passed by teachers and students. The preparation of the steps of teaching speaking using videoscribe is to make easier for the teacher to convey the material, on the other hand, to make students become easier to understand the material due to the straightforward arrangement of the learning implementation. Here isan explanation of the theory of speaking skills according to the experts

Improvisations is the strategy of teaching where students are given roles to perform dialogues or conversation using their own word or

sentences based on the conversation situation on clue cards given. Lubis defines improvisations is a dramatic hypothetical situation in which two speakers interact without any special preparation. When working with improvisations, the teacher should have a large supply of hypothetical situation based on hand-situations which are simply stated and challenging to the students' creativity. [75]

based on the theory presented by the experts above, the material of teaching speaking as the second research focus for this research has the same purpose as what is conveyed in theory. According to the interview data and oservation that has been carried out with 1 teacher and 2 students in class X IPA 1, it is said that the steps of teaching speaking using videoscribe is

a. Preparing Materials

The material in teaching speaking is designed in such a way for group learning. Therefore, the teacher must prepare a work sheet in the form of text reading material in the form of recount text, prohibition, invitation and dialogue namely the material to be studied during group study.

b. Making Groups

Divide students into several groups The teacher must divide the students in one class into 6-7 groups whose abilities are

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[75] Fauzan, Umar. 2014. "THE USE OF IMPROVISATIONS TECHNIQUE TO IMPROVE THE SPEAKING ABILITY OF EFL STUDENTS" in journal *Dinamika Ilmu Jurnal Pendidikan,* Vol. 14. Page, 266, quoted from
https://journal.iain-samarinda.ac.id/index.php/dinamika_ilmu/article/view/17/pdf_19

heterogeneous.

c. Reviewing last week material

last week's material review is intended to refresh the memory of the material that has been delivered by the teacher, this is important so that students really understand the material that has been studied

d. Perfomance

Students then get the task of retelling the recount text that have been given by the teacher, with the aim of increasing confidence in speaking skills and training students' mentality.

Based on the interview, observation and document review the researcher concludes that the steps for teaching speaking using videoscribe are: First, a teacher divides groups. Second, then students were instructed to study discussion to review last week's material. Third, students practice story telling recount text.

4. Evaluation of Teaching Speaking Using VideoScribe Class X IPA 1 at MAN 2 Jember

In the field of education, learning evaluation is a mandatory activity for every person who is involved in the field of education. As an educator, the learning evaluation process is useful in terms of making future decisions for the progress of students in particular and the world of education in general. Here is an explanation of the theory of speaking skills according to the experts

Learning evaluation is to evaluate activities or correct things that

have happened or been done during learning that has occurred. Or in other words repeated activities they know important things in the form of gains and losses that occur in activities that have occurred in the hope that it will do its best when activities to be carried out later to learn[76].

The evaluation of teaching speaking using videoscribe class X IPA 1 at MAN 2 Jember the teacher gave an evaluation of learning using formative evaluation. Assessment is usually carried out at the end of the lesson. The assessment instrument used is a test, namely multiple choice questions and non-test, namely attitude assessment.

Based on the interview, observation and document review the researcher concludes that the evaluation of teaching speaking using videoscribe is that the teacher uses formative evaluation, in which students work on multiple-choice and non-test tasks in form of attitude assessment.

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[76] Amirano dan Daryanto, *Evaluasi dan Penilaian Pembelajaran Kurikulum 2013* (Yogyakarta : Gava Media, 2016), 1-3

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusions of what has been discussed and analyzed in chapter IV are;

1. The Purpose of Teaching Speaking Using VideoScribe at X IPA 1 of MAN 2 Jember is:

   The purpose is to buld up students confidence and make easier on how they imitate native english speak

2. The Material of Speaking Skill

   The researcher can conclude that the material of is based on the authentic material of speaking skill, butin the class, the material is just all around the theory of English Speaking, furthermore, outside the class, the material is based on the authentic material that is needed by the students need in using English as their communication tool in their daily.

3. The Steps for Learning Speaking Using VideoScribe

   The researcher could take a conclusion of the daily activities in the class has implemented a lot of English Activities in which all those activities are important for the students' need on their English development, they can increase their confidence. That makes the English performance perfect for the students who really care of all theactivities andthis is proper with the procedure.

4. The Evaluation of Teaching Speaking Using VideoScribe

The assessment done by teacher is based on the criteria of success that exists in Book of Teaching Speaking Miles and Huberman that the assessment of speaking should consist of Fluency and Accuracy of English items. And they have given the good average on the assessment of Speaking Task in every test that is given.

B. Suggestion

a. For The Institution of MAN 2 Jember

For The Institution of MAN 2 Jember, the researcher just hopes to make a better system on the teaching plan, curriculum, and the syllabus of every class, the special one is for speaking class. That can improve the teaching development in achieving the goal that is set by the institution.

b. For The Teacher and Students

For the teacher, because speaking is a skill which has the long term of learning process, there should be the near relationship with the students in order that, the teacher can know more and deeper of each student's weakness.

For the students, you should be serious and commitment to receive the material and all programs and activities. The researcher found that some students still break the low like speaking, less attention, less confidence an many more

For The Next Researcher, there should be well-prepared and wider aboutthe topic of the research, because the researcher today just focused in the speaking ability, however, ystill a huge skill needed to study.

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SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini :

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Menyatakan dengan sebenarnya bahwa sripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil plagiasi, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Jember, 18 Juni 2021

Yang Membuat Pernyataan

Mochamad Azwar Muchtar

Appendix 1

RESEARCH MATRIX

Title	Variable	Indicator	Source of data	Research Method	General Question

"The Implementation of Teaching Speaking Skill Using VideoScribe at X IPA 1 MAN 2 Jember"	Speaking Skill
	
	Video Scribe
		1. Content
		2. Vocabularry
		3. Pronunciation
		4. Grammar
		
		1. Animated videos influenced stundents interest
		2. Priotizing fun and esy learning aspects
			Primary data
			  a. Student's performance of Speaking
			  b. Book
			  c. Journal
			  d. Internet
			
			Secondary data
			  a. Interview
			  b. Observation
			  c. Document Review
				1. Descriptive Qualitatvie
				
				2. Type of research: Phenomenology
				
				3. Method of collecting data :
				
				  a. Observation
				  b. Interview
				  c. Documentation
				
				4. Research subject : Class X IPA 1
				
				5. Data analysis
				
				  a. Data collection
				  b. Data condensation
				  c. Presentation of data
				  d. Draw conclusions or verify data
					1. What is the purpose of learning Speaking using VideoScribe?
					2. What are the steps for learning Speaking using VideoScribe?
					3. What is the learning material for Speaking Skill using the VideoScribe?
					4. What is the evaluation of Teaching Speaking using VideoScribe?

Appendix 2

Interview

Interview 1: Mrs Yuan Ursulasari, S.Si., M.Pd. , Wednesday 5th May 2021 (09. 00 Am)

 A: Assalamualaikum Mom, how are you

B: Waalaikumsalam, I am really fine

thank youA: What is your name?

B: I am Yuan

Ursulasari   A:

Who   are   you

here as?

B: I am as the teacher of X IPA

1this period.

A: what are you doing as the

teacher?

B: I am making a decision everything related with my class

A: I have some questions about your class in a purpose of my thesis' need. Can I ask them to you?

B: alright, just ask. I will answer what I can answer.

A: in a learning process, like online or virtual school. So, it will have something that may be connection with this process. There are some procedures of what makes it run as well. We can call it, planning, the thing that we do before coming to the class, material, the thing that we are going to teach to the students, the strategy, the thing that we are using in achieving the lesson's target, the media, the thing that ease us in teaching, and the assignment, the thing that we use to evaluate the students' achievement. Let's first talk about planning. What is teachers' planning in teaching speaking English?

B: We do not use the term of planning in arranging our program, but we use "Work Program" to express the preparation of what we are going to do in the next program. This is done to prepare the proper activities in order that we can achieve the target of our learning that the students can speak English well in the daily life.

A: alright, you do not use the word planning right. So what is that work program?

B: We have two types of work program. They are Work Program which is done inonce every semester, and the program planning which is done in a conditional situation.

A: What are they mean?

B: Work program is for arranging the activities in long time such as weekly activity, monthly activity, and semester activity. Meanwhile, the Program Planning is done to prepare all daily activities

A: how do you do the work program?

B: this work program is for the main agenda of english class, all we can say it as big agenda. From this work program, we have decided a few program that are going to be done, such as, speech contest and storytelling in every week,

A: what about the program planning that you've told?

B: the program planning that I mean is that I trust all staffs to teach and make the good plan by themselves. There is no role in making such a plan. We just ask them to discuss with other staffs before teaching. It may be important for them in conducting the good class and can achieve the target of each class.

A: what about the organizing the classroom including parts of class and the classification of the activity?

B: we divide all students into four group. We have speaking class, listening class, reading class, and translation class. It is just like a class in formal school; First, second, third, and fourth class. They should stay in a class minimally 6 months then if they can pass the exam, they can move to other higher class.

A: what about the activities? Do they have the same activities among all classes?

B: of course not. Every classes has their own focus activity, speaking is a class which focuses on English speaking ability, listening is for listening skill, reading class is for reading a text comprehension and grammar in advanced, translation class focuses on the writing skill and how to translate a text in good. They have their own important activity. But in general, we arrange some activities which have to be joined by all members from all classes, because the target of the activity is for their speaking ability as the most important part we press in school. As you know that, Speaking has many parts to master, such as public speaking,

self-confidence, pronunciation, intonation, dialect, and many more. The process of building all these cannot only be achieved by six months in speaking class, but it needs every time to always be developed. Even, the tutors also need to develop in this side.

A: ohh I see, what about these general agenda, what are they?

B: I think the general agenda we arranged are all in our work program. You just need to see the result of our work program. That is all our agendain general for allmembers, not specific to one class or two classes

A: alright I see.Thank

you

B: you are welcome

Interview 2: Mrs Yuan Ursulasari, S.Si., M.Pd. , Thuersday 6th

May 2021

A: Assalamualaikum mam, how's your life?

B: Waalaikumsalam, I am fine thanks.

A: Mam, I am here to have a research about your class again. This is to finish my last duty of university. That is about teacher' strategy to teach and learn speaking ability.

B: Alright, what do you want to ask me?

A: ok mam, actually, when we are talking about educational institution, it will have some system that may be probably important to run the institution. For example, there are planning, material, strategy, media, and assignment. This is in term of teachers'strategy in teaching English mam. So, what is actually done by techer in planning?

B: we actually do not use planning as what formal school does, because as you know that MAN 2 is formal institution. So in arranging all activities we use lesson plan long lasting program, and Program Planning in short lasting activity.

A: can you please tell me how do you do the work program?

B: Work Program is done once in every semester. This is to arrange the teachers' activity during the semester. From work program, it will be the weekly and monthly activities. We have like speech, storytelling challenge, and many more. All the activities we arrange is based on the need of members, the mentality enhancement of members, ability to communicate, self- confidence building, performing best explanation on public (public speaking), togetherness on learning, and many more. All

these aspects become the very basic important thing in arranging the activities all this semester in class. This is done not only with all teachers.

A: what about the program planning?

B: our program planning is so flexible. We never limit all teacher to make the program planning. They do that with the own staffs which include two people every staffs. The teacher will have their own discussion in making program planning. They will sometime come to another staffs or to consultant to ask an advice about what is going to be done in the class according to the members' condition. This is done in every free time when all members are in formal school, or sleeping, or even when they are in mask.

A: ok thanks

B: you are welcome

Interview 3: Mrs Yuan Ursulasari, S.Si., M.Pd. , Wednesday 6^h May 2021

A: I stay here for a moment in getting some data. Can you please helpme to finish this?

B: yes, sure. What I can do for you?

A: Alright, as you know that MAN 2 is one of the English institutions in Jember. As the learning institutions, it should have some systems or strategy in teaching and learning right. So I ask you, what is actually the planning of you in teaching speaking?

B: I am sorry, what kind of planning do you mean? Work program?

A: I mean your plan before teaching, if in formal School; it can be called as RPP

B: oh I see, we do have RPP,

A: oh I see, can you please tell me about that?

B: The program planning has schedule, we have "RPP" as you know that MAN 2 is formal institution which have the systemic learning process like the formal school. But in planning, we will always have a discussion with other staffs to arrange the daily activity and to arrange the learning process in class. We are flexible on all condition what members need on their development. The things that become our consideration in making decision of what we are doing in class are the members' needs on their speaking development, the members' mentality on speaking English, the vocabulary building, all aspects they need in daily communication when talking outside the program, the members' situation on their speaking ability, focusing on the daily language target, setting the spontaneous reflection not the memorization, andmany more. These aspects are used

in building the members' capability on their daily language capacity when having social relationship with other membersoutside the program as they are obligated to speak English every day.

A: alright, I see it. After you make a plan, you will need the material to give to your students, right. So, what are your materials in teaching your students?

B: All these materials that are given to the students were as the considerations thatthey need to learn English from the basic theory, so we teach them eight part of speech and tenses. After they have known that we move to the next material that may be needed in the social communication such as Command, Prohibitions, Invitation, dialog, stories, intonation, and other materials that relates on the real life.

A: as I know that te class has some activities for the students in the daily life, canyou please tell me what the activities are?

B: okey, we have some activities. It can be divided into some classifications. They are daily activity which includes, speaking class, memorizing vocabulary, listening conversation, listening music, English practicing, and reading irregular verb. Weekly activities storytelling challenged and discussion.

A: Can you please describe me in the full context of each activity. Start from the daily activity. Speaking English every day

B: Okay well, actually, this daily activity is not only an obligation for speaking class, but also for all classes. In this method, we really want to make all the students adapt to always speak English in order that the soul of English will become our habits in daily lives. This daily activity has been becoming an obligation for all members every day. To make the members allow this role, the tutors make a punishment for the members who didn't obey this role which is held once a week, every Thursday night. By this method, we hope we can create great outputs.

A: what about speaking class, what is it and what is the content of the class?

B: In this class, we focus just to develop in speaking element, so, in tense sides, we only teach 4 tenses, present tense, past tense, continuous tense and future tense that we certainly often use in our daily lives. We also teach them eight parts of speech, and some rules of making a good sentence. We also don't forget to show how to pronounce word well by imitating native speakers' speaking with using Oxford dictionary.

A: what about memorizing vocabulary? How do you conduct it?

B: talking about memorizing, here we obligate the members to memorize minimally 20 words a day to increase and broaden the vocabularies.

A: what about English practicing, what is that for and how do you conduct it?

B: as we think that English is a language which we only need to always practice our language every day, so in this method we make explanation column which has a different tittle every day, and the members ought to explain to the tutor to get signature which will be the requirement to come in to the class. So, for the members who do not explain, they will not be able to get class.

A: how about reading the irregular verb? What is that?

B: reading irregular verb becomes daily activity because we think how important that is. Many members are so difficult to know what the first, the second, and the third shape are in irregular verb that it is not like the regular which only needs to add ED in the end of that word.

A: thank you for all your description, that is really perfect explanation and detail enough in order to know what studentsactually do. Now, we move to other parts of our interview that is about the learning media that you use in teaching, what are they?

B: we actually in learning English have a lot of media to use, such as, when we are in class, we use black board and clack in delivering a material, sometimes we also other English text in making them more understand in learning speaking. We order them to use the text and comprehend it then explain it to me about what they can catch by their own language without looking out to the text. Then we sometime use sound mini in giving them a lesson about pronunciation, intonation, link- up, or even the native dialect. Sometimes, we also use the video or movie in giving them an example of what natives do when speaking English withfull style with the conversation. All what we use depend on the need of students, because what we do is actually for their better future in learning English.

A: alright then, now my question is about the final process of learning that is task or assignment. What do you do in arranging the assignment in speaking class' members?

B: assignment, we have two parts of a test in speaking class, they are Middle test and final test. Middle test is done in the middle of semester; that is in written form. In final test, we have two forms of examination; these are in the form of oraland written test. But, before my members join the exam, they have a requirement to finish that is column that is contained of some topics and the members should get the signature from the tutor by explaining such topic in 30 minutes. If they cannot fill in the column, they could not join the exam.

A: alright, you say that there are two parts of final exam; can you please tell me indetail?

B: okey, the written exam we make is based on the material we teach in class that can be the material such as eight parts of speech, tenses, or other materials. And oral test is done in given topic and they should explain the topic during 5 minutes. The examiner will value their fluency, intonation and pronunciation. Fluency will be 40%, intonation is 30%, and pronunciation is 30%. Fluency consists of grammar of a sentence expressed, the contents of what is explained, and the fluentspeaking when the members explain.

A: alright, I think, I get all the data I need for my thesis, later, I will ask some documentations of the activities. I say really so thank you.

B: okey sir, you are welcome and good luck for your thesis

Interview 4: Mrs Yuan Ursulasari, S.Si., M.Pd. , Wednesday 6h May 2021

A: as you know that I am here to finish my thesis. So, I have some questions that Ineed to ask you.

B: alright, I know it well

A: ok Mam; let's start with the very basic question for the institution of learning that may become the first step before teaching. That is planning. What do you do in making a plan before teaching?

B: do you mean my preparation before going into

the class?A: yes, it may be like that

B: The planning of teaching is consistent on the writing types. We make a meeting with other tutors, ask them to give us advice, and if we think that is good, we will do it in class and our entire program. We are in flexible context on students' need. If students need the vocabulary building for example, we will try to overcome that side on what we can do. This is how we teach in this non- formal English local. The most important thing what we do is on how our members can speak English fluently in the daily communication without being shy that they have to be self- confidence in showing their English in any English public speaking suchas storytelling challenge, and others. That becomes our basic goal of the existence of Speaking Class. Storytelling become our weekly competition in EAL for the reason we have is to reach the abilities of every member either from speech or storytelling. They usually will choose from where they want to develop their ability, speech or story.

A: what about the discussion. How does it work?

B: Actually the existence of this program comes from idea of one of teacher the program must exist to change time emptiness. The usual program that worked is development skill; those are development of speech, storytelling, and fluentcy attention. Discussion program we have applied is such as wes use technology called E-learning Madrasah and VideoScribe so the target we want to reach in this program is to train the members' brain to have thinkable opinion and new issues happening out of boarding school through technology based learning. A week before the program works, all students must have references or data in accordance with the theme had given.

A: watching animation video?

B: Ow,… you know, one thing that you must know why we provided this program is that watching makes the learners of English gain more experiences about the way to speak, the way to pronounce, and the way to gesture. After watching, every teacher in every class will usually makes duty for their students; speaking's classes are ordered to retell the story of the animation by their own language and imitate the way of the actors to speak, Also it is the way of ours that the learners must have time to refresh their thought, so we have believed that by this watching program the members will certainly be on fire again to learn English.

Interview 5: Students of X IPA 1 Class, Muhammad Virdan Tri

Fajrin.This interview held through google form with essay answer

A: Assalamualaikum

A: what is your name?

B: My name Muhammad Virdan Tri Fajrin

A: Are you The coordinator

?

B: Yes, I am

A: I have some questions for you in relations with all your activities in your class. First, is it true that you are obligated to speak English Saturday?

B: Yes, it is true

A: in your opinion, what is the function of speaking English for your English skill?

B: it is that important, in that speaking is skill, so the more we practice, the morewe will get speaking better.

A: what about speaking class that is done once in a day, is it

also true?B: yes, it is true

A: what are you studying in those classes and what do you get from the class?And how does your teacher teach you a material?

B: the first lesson we study is about the eight parts of speech as the lesson we must master it, owing to the fact that all the lessons including tenses and others consist of those. After we master it we will move to second lesson that is tenses, in speaking class there are only 4 tenses to master they are present tense, continuous tense, past tense and future tense
– tenses we often use every day, in that the main lesson of speaking class is knowing how to speak English well. Sometimes we are often orders by tutor to speak English in front of public like in canteen, cooperation and so on. Our tutors teach us slowly and step by step, because they do not want to make us lazy that will impact in their studying – English, exactly.

A: what about memorizing vocabularies? Does it really exist in

your daily?B: yes, it really exists

A: how do you memorize vocabularies? How many vocabularies? How the wayyou submit? And what time do you have to submit it?

B: Every day, we must memorize minimally 20 vocabularies that we must submit it, but it is different in Thursday that is we must submit it before we go to prayer house to take sunset prayer. We usually memorize those vocabularies every time and everywhere we stay.

A: what about English practicing program? Is it real?B: yes,

it is

A: what is actually that program? How do you do the program?

B: that program is just for speaking class, in the night's program, we will get explanation column in which we have to explain – with the tittle in the column, to our seniors and it will be our requirement to join the next program – in the morning.

A: alright then, thank you for your

answer B: ok sir, you arewelcome

Interview 6: Students of X IPA 1 Intan Azzahro (15th of May2020)A:

Assalamualaikum

B: Waalaikumussalam

A: what is your name?

B: My name is Intan Azzahro

A: Are you X IPA 1

member?

B: Yes, I am

A: I have some questions for you in relations with all your activities. First, are you obligated to speak English every Saturday?

B: Yes, sure

A: in your opinion, what is the function of speaking English for your English skill?

B: By speaking English every Saturday, I, as Speaking Class member, surely will getfluency in my English skill.

A: what about speaking class that is done twice in a day, is it

also true?B: yes, it is true

A: what are you studying in those classes and what do you get from the class?And how does your teacher teach you a material?

B: I study about many things such as the eights part of speech, tenses, and many things about the base of speaking, I get good speaking and I can use good pronunciationTrough E-Learning and VideoScibe, these smart application give me more interested in leaning spaking because I feel no

bored. In the class, my teacher gives good lesson for us, he makes all of members are not bored in the class by giving a question etc. outside the program he gives us a duty:

A: what about memorizing vocabularies? Does it really exist in

your daily?B: yes, it really exists

A: how do you memorize vocabularies? How many vocabularies? How the wayyou submit? And what time do you have to submit it?

B: I memorize vocabulary while repeating three times in all of words in order I will be easy to submit it. He, as the teacher of speaking class, will gives us twenty vocabularies every day. We just need to come to the teacher and he will ask about the vocabularies that we memorize. I memorize it since 06:00 until 11:00.

A: I hear that you have a program like listening conversation.

Is it true?B: yes, it is

A: what kind of conversation do you hear? And what is the impact of thatconversation to your speaking skill?

B: I hear conversation like British council and New Concept. I get many impacts in hearing conversation such fluency speaking, good pronunciation etc.

A: is it true while you listen to conversation there is also listening English

music?B: yes, it is.

A: so, what is actually the importance of it for you as English learner?

B: music can change my English skill in the aspect of dialect, intonation, link-up, pronunciation, while others are to refresh my mind cause I have learned English during a full day.

A: what about reading irregular verb? Is that true your daily

routine?

B: yes, it is

A: how do you do that? When you do it and for what is that activity?

B: I only read it in a program. Actually this activity has good benefit for ourspeaking

A: what about English practicing program?

Is it real?B: yes, it is

A: what is actually that program? How do you do the program?

B: that program is consisted in two times, the first time is in our program and the

second time is in outside program. We only try to speak English fluently.
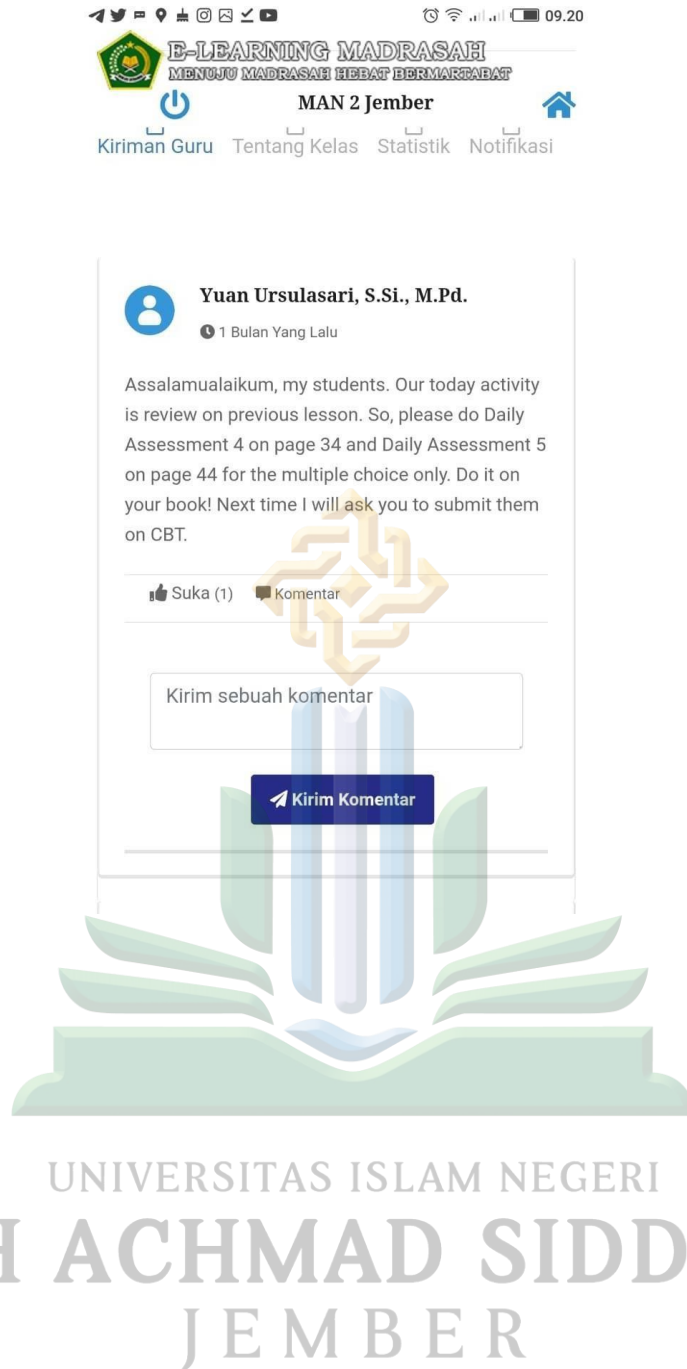
A: alright then, thank you for your
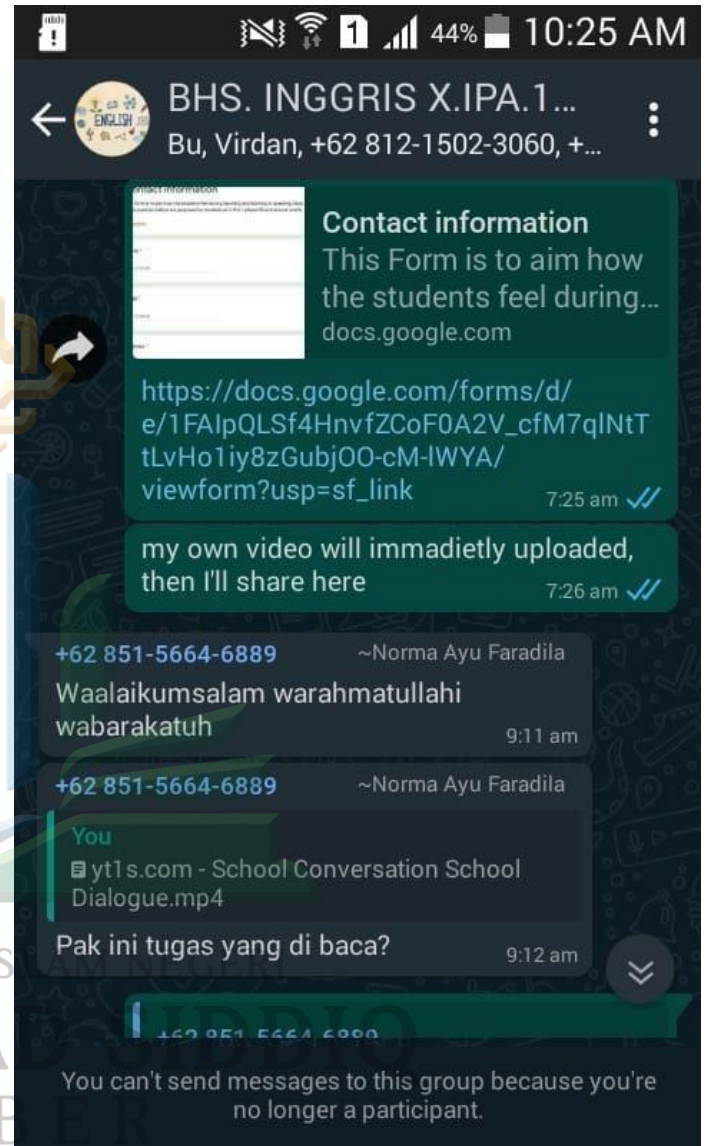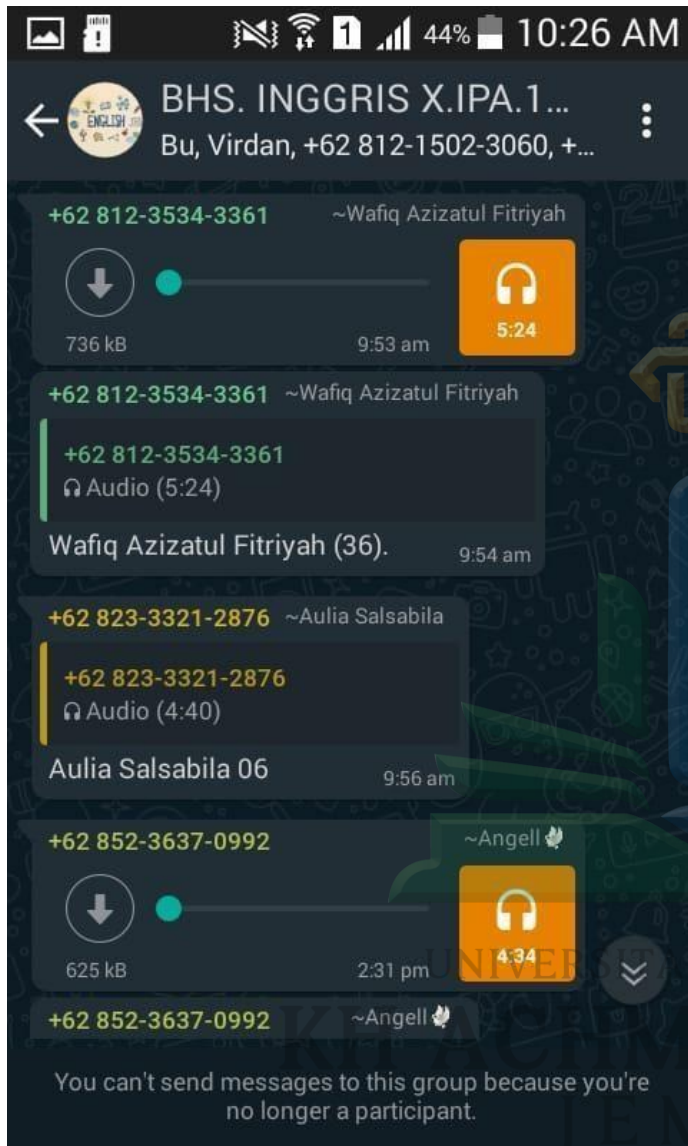
answer B: ok sir, you are welcome

Appendix 3 E-Learning Mrs Yuan

Yuan Ursulasari, S.Si., M.Pd.

🕐 1 Bulan Yang Lalu

Assalamualaikum, my students. Our today activity is review on previous lesson. So, please do Daily Assessment 4 on page 34 and Daily Assessment 5 on page 44 for the multiple choice only. Do it on your book! Next time I will ask you to submit them on CBT.

👍 Suka (1)   💬 Komentar

Kirim sebuah komentar

✈ Kirim Komentar
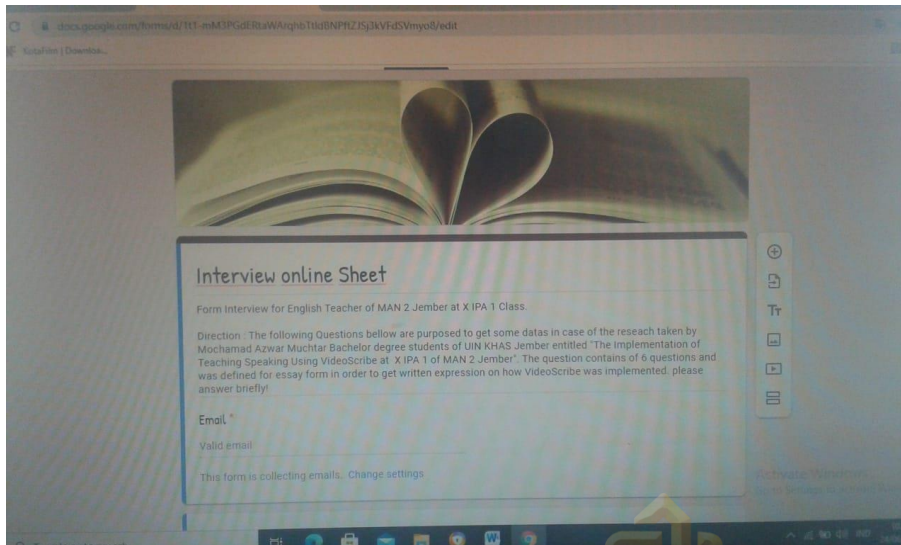
Appendix 4 Online Class

Appendix 5

Interview online Sheet
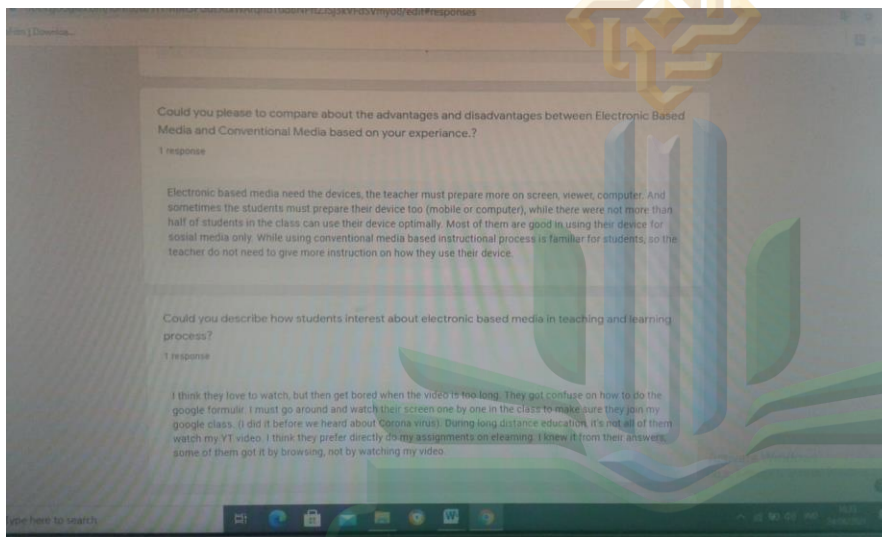
Form Interview for English Teacher of MAN 2 Jember at X IPA 1 Class.

Direction : The following Questions bellow are purposed to get some datas in case of the reseach taken by Mochamad Azwar Muchtar Bachelor degree students of UIN KHAS Jember entitled "The Implementation of Teaching Speaking Using VideoScribe at X IPA 1 of MAN 2 Jember". The question contains of 6 questions and was defined for essay form in order to get written expression on how VideoScribe was implemented. please answer briefly!

Email *

Valid email

This form is collecting emails. Change settings

Could you please to compare about the advantages and disadvantages between Electronic Based Media and Conventional Media based on your experiance.?

1 response

Electronic based media need the devices, the teacher must prepare more on screen, viewer, computer. And sometimes the students must prepare their device too (mobile or computer), while there were not more than half of students in the class can use their device optimally. Most of them are good in using their device for sosial media only. While using conventional media based instructional process is familiar for students, so the teacher do not need to give more instruction on how they use their device.

Could you describe how students interest about electronic based media in teaching and learning process?
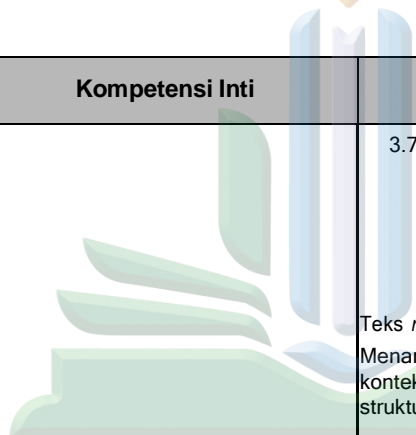
1 response

I think they love to watch, but then get bored when the video is too long. They got confuse on how to do the google formulir. I must go around and watch their screen one by one in the class to make sure they join my google class. (I did it before we heard about Corona virus). During long distance education it's not all of them watch my YT video. I think they prefer directly do my assignments on elearning. I knew it from their answers, some of them got it by browsing, not by watching my video.

Appendix 6   **Animation Video**

Semester	Kompetensi Inti	Kompetensi Dasar	Materi Pokok	Alokasi Waktu (Minggu)	Jumlah Jam Pelajaran (JP)
2		3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. Teks *recount* - peristiwa bersejarah. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah. Menyusun teks *recount* lisan dantulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	**The Struggle of Heroes** ● Recount Text: Historical Events ● Structure of Historical Recount ● Simple Past Tense and Adverbs	2	4 JP
		3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. Teks *recount* - peristiwa bersejarah. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah. Menyusun teks *recount* lisan dantulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	**Famous People** ● Biographical Recount of Famous Person ● Structure of Biographical Recount ● Regular and Irregular Verbs	3	6 JP

Semester	Kompetensi Inti	Kompetensi Dasar	Materi Pokok	Alokasi Waktu (Minggu)	Jumlah Jam Pelajaran (JP)
2		3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. Teks *recount* – peristiwa bersejarah. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah. Menyusun teks *recount* lisan dantulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	**The Patriots** ● Biographical Recount of a Patriot ● Structure of Biographical Recount About a Patriot ● Adverbial Clauses and Adverbial Phrases	2	4 JP
		3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya. 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	**World Fairy Tales** ● Narrative Text: Fairy Tales ● Structure of Fairy Tales ● Language Features of Narrative Text	2	4 JP

Semester	Kompetensi Inti	Kompetensi Dasar	Materi Pokok	Alokasi Waktu (Minggu)	Jumlah Jam Pelajaran (JP)
2		3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya. 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	**Indonesian Legends** ● Narrative Text: Legends ● Structure of Legends ● Simple Past Tense, Past Continuous Tense, and Adverb of Time	2	4 JP
		3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya. 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	**It's a Myth** ● Narrative Text: Myths ● Structure of Myth ● Past Perfect Tense	2	4 JP
		3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK. 4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.	**The Meaning of Songs** ● Songs ● Language Features of Songs	2	4 JP

Appendix 8 Kalender Pendidikan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA PROVINSI JAWA TIMUR
MADRASAH ALIYAH NEGERI 2 JEMBER

KALENDER PENDIDIKAN TAHUN PELAJARAN 2020/2021

NO	BULAN-TAHUN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	JUNI 2020							LU							LU							LU							LU			
1	JULI 2020						LU						LU	1	2	3	4	5	6	LU	7	8	9	10	11	12	LU	13	14	15	16	LHB
2	AGUSTUS 2020	17	LU	18	19	20	21	22	23	LU	24	25	26	27	28	29	LU	LHB	30	31	LHB	LHB	32	LU	33	34	35	36	37	38	LU	39
3	SEPTEMBER 2020	40	41	42	43	44	LU	45	46	47	48	49	50	LU	51	52	53	54	55	56	LU	57	58	59	60	61	62	LU	63	64	65	
4	OKTOBER 2020	66	67	68	LU	69	70	71	72	73	74	LU	75	76	77	78	79	80	LU	81	82	83	84	85	86	LU	87	88	LHB	LHB	LHB	89
5	NOPEMBER 2020	LU	90	91	92	93	94	95	LU	96	97	98	99	100	101	LU	102	103	104	105	106	107	LU	108	109	110	111	112	113	LU	114	
6	DESEMBER 2020	115	116	117	118	119	LU	120	121	122	123	124	125	LU	126	127	128	129	130	131	LU	LS1	LS1	LS1	LHB	LHB	LS1	LU	LS1	LS1	LS1	LS1
7	JANUARI 2021	LHB	LS1	LU	1	2	3	4	5	6	LU	7	8	9	10	11	12	LU	13	14	15	16	17	18	LU	19	20	21	22	23	24	LU
8	PEBRUARI 2021	25	26	27	28	29	30	LU	31	32	33	34	LHB	35	LU	36	37	38	39	40	41	LU	42	43	44	45	46	47	LU			
9	MARET 2021	48	49	50	51	52	53	LU	54	55	56	LHB	57	58	LU	59	60	61	62	63	64	LU	65	66	67	68	69	70	LU	71	72	73
10	APRIL 2021	74	LHB	75	LU	76	77	78	79	80	81	LU	LPP	LPP	LPP	82	83	84	LU	85	86	87	88	89	90	LU	91	92	93	94	95	
11	MEI 2021	LHB	LU	96	97	98	EF	EF	EF	LU	LHR	LHR	LHR	LHB	LHR	LHB	LHB	LHR	LHR	LHR	LHR	LHR	LU	99	100	LHB	101	102	103	LU	104	
12	JUNI 2021	LHB	105	106	107	108	LU	109	110	111	112	113	114	LU	115	116	117	118	119	120	LU	LS2	LS2	LS2	LS2	LS2	LU	LS2	LS2	LS2		
	JULI 2021	LS2	LS2	LS2	LU	LS2	LS2	LS2	LS2	LS2	LS2	LU								LU							LU					

KETERANGAN:
- LHB : Libur Hari Besar
- LU : Libur Umum
- LS1 : Libur Semester 1*
- LS2 : Libur Semester 2*
- LPP : Libur Permulaan Puasa
- LHR : Libur Sekitar Hari Raya
- EF : Hari Efektif Fakultatif
- * Libur Semester untuk peserta didik

Legenda warna:
- : Matsama/Awal Masuk
- : PAS/PAT dan Ujian Praktek
- : Tanggal Raport
- : Hari Santri Nasional
- : Prediksi UM MA/MAPK
- : Prediksi Asesmen/UAMBN MA/MAPK
- : Prediksi UM MTs
- : Prediksi Asesmen/UAMBN MTs
- : Prediksi UM MI

Libur Hari Besar, Libur Akademik dan Cuti Bersama:

SEMESTER GANJIL

Tanggal	Keterangan
13 Juli 2020	: Hari Pertama TP 2020/2021
31 Juli 2020	: Hari Raya Idul Adha 1441 H
17 Agustus 2020	: HUT RI Ke-75
20 Agustus 2020	: Tahun Baru Hijriyah 1442 H
21 Agustus 2020	: Cuti Bersama Tahun Baru H
22 Oktober 2020	: Peringatan Hari Santri Nasional
28 Oktober 2020	: Maulid Nabi Muhammad SAW
28-30 Agust 2020	: Cuti Bersama Maulid Nabi Muhammad SAW
1-12 Desember 2020	: Penilaian Akhir Semester Ganjil
18 Desember 2020	: Tanggal Raport Semester Ganjil
21 Des s/d 2 Jan 2021	: Libur Semester Ganjil
24 Desember 2020	: Cuti Bersama Hari Raya Natal
25 Desember 2020	: Hari Raya Natal
28-31 Desember 2020	: Cuti Bersama Pengganti Libur Idul Fitri 1441 H

SEMESTER GENAP

Tanggal	Keterangan
1 Januari 2021	: Tahun Baru Masehi 2021
3 Januari 2021	: HAB Kemenag
4 Januari 2021	: Awal Semester Genap 2020/2021
12 Februari 2021	: Tahun Baru Imlek
11 Maret 2021	: Isro' Mi'roj Nabi Muhammad SAW
14 Maret 2021	: Hari Raya Nyepi
2 April 2021	: Jum'at Agung
1 Mei 2021	: Hari Buruh Internasional
2 Mei 2021	: Hari Pendidikan Nasional
13 Mei 2021	: Kenaikan Isa Almasih
15-16 Mei 2021	: Hari Raya Idul Fitri 1442 H
26 Mei 2021	: Hari Raya Natal
1 Juni 2021	: Hari Lahir Pancasila
2-12 Juni 2021	: Penilaian Akhir Tahun TP 2020/2021
18 Juni 2021	: Tanggal Rapor Semester Genap
21 Juni - 11 Juli 2021	: Libur Akhir TP 2020/2021

JUMLAH HARI EFEKTIF

Semester Ganjil	: 131 hari
Semester Genap	: 120 hari
Efektif Fakultatif	: 3 hari

Plt. Kepala Madrasah

Drs. H. Anwarudin, M.Si
NIP. 19650812199403 1002

Appendix 9

I. SILABUS
MATA PELAJARAN BAHASA INGGRIS
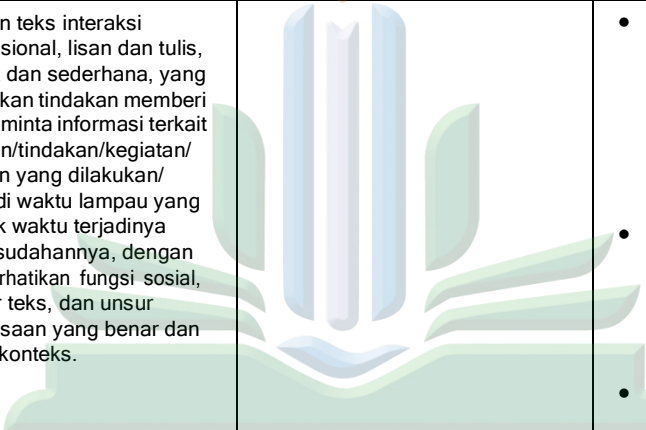Alokasiwaktu: 2 jam pelajaran/minggu
SEMESTER GENAP KELAS X.IPA (SEPULUH)
MAN 2 JEMBER

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya.	4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		● Mempelajari unsur kebahasaan *simple past tense* dan *present perfect tense* yang digunakan dalam memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya. ● Melengkapi teks interaksi transaksional dengan kata kerja yang tepat terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya. ● Melengkapi kalimat dan teks terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya dengan kata kerja yang tepat. ● Mendengarkan dan melengkapi teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya. ● Melakukan interviu yang melibatkan tindakan meminta dan memberi informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya. ● Membuat teks terkait keadaan/ tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya dengan *simple past tense* dan *present perfect tense*.			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. Teks *recount* - peristiwa bersejarah. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah. Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	**My Experience** (*Recount Text: Past Experience*) ● Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, dan membanggakan. ● Struktur Teks (*Structure of Recount Text (Past Experience)*) – *Orientation* – *Events* – *Reorientation* ● Unsur Kebahasaan (*Language Features of Recount Text*) – *Simple past tense* – *Action verbs* – *Temporal sequence* ● Topik Pengalaman pribadi	● Mengurutkan peristiwa-peristiwa kehidupan seseorang. ● Mempelajari fungsi sosial, struktur, dan unsur kebahasaan teks *recount* tentang pengalaman lampau. ● Membaca teks *recount* tentang pengalaman lampau dan menjawab pertanyaannya. ● Mempelajari struktur teks *recount* tentang pengalaman masa lampau. ● Menganalisis struktur teks *recount* tentang pengalaman lampau. ● Mengidentifikasi unsur kebahasaan teks *recount*. ● Membaca teks *recount* dan menyebutkan unsur kebahasaannya. ● Mendengarkan dan melengkapi monolog *recount* tentang pengalaman. ● Melakukan *sharing* pengalaman pribadi. ● Membuat teks *recount* tentang pengalaman pribadi.	**Pengetahuan:** Tes Tertulis *Daily Assessment 2* **Keterampilan:** Praktik	4 JP	● Buku siswa dan buku guru Bahasa Inggris Kelas X SMA/MA/ SMK/MAK ● *Belajar Praktis Bahasa Inggris SMA/MA Kelas X Semester 2* terbitan CV VIVA PAKARINDO ● Buku pelajaran Bahasa Inggris yang relevan ● Buku-buku lain yang relevan ● Sumber belajar lain yang relevan (media cetak dan elektronik, serta alam sekitar)

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. Teks *recount* - peristiwa bersejarah. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah. Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	**Famous People** (*Biographical Recount of Famous Person*) ● Fungsi Sosial Menceritakan, mengambil teladan, dan membanggakan. ● Struktur Teks (*Structure of Biographical Recount*) – *Orientation* – *Events* – *Reorientation* ● Unsur Kebahasaan *Regular and irregular verb.* ● Topik Peristiwa bersejarah yang dialami oleh tokoh terkenal.	● Melakukan permainan dengan pertanyaan yang berhubungan dengan orang terkenal. ● Mempelajari teks *biographical recount* tentang tokoh terkenal. ● Membaca teks *biographical recount* tentang tokoh terkenal dan menjawab pertanyaannya. ● Mengidentifikasi informasi terkait teks *biographical recount* tentang tokoh terkenal. ● Mempelajari struktur teks *biographical recount* tentang tokoh terkenal. ● Mengidentifikasi struktur teks *biographical recount* tentang tokoh terkenal. ● Mengidentifikasi unsur kebahasaan teks *recount* berupa *regular* dan *irregular verbs*. ● Melengkapi kalimat dengan kata kerja yang tepat. ● Mendengarkan dan melengkapi monolog *biographical recount* tentang tokoh terkenal. ● Menceritakan biografi tokoh terkenal di Indonesia. ● Membuat teks *biographical recount* tentang tokoh terkenal yang menginspirasi.	**Pengetahuan:** Tes Tertulis *Daily Assessment 4* **Keterampilan:** Praktik	6 JP	● Buku siswa dan buku guru Bahasa Inggris Kelas X SMA/MA/ SMK/MAK ● *Belajar Praktis Bahasa Inggris SMA/MA Kelas X Semester 2* terbitan CV VIVA PAKARINDO ● Buku pelajaran Bahasa Inggris yang relevan ● Buku-buku lain yang relevan ● Sumber belajar lain yang relevan (media cetak dan elektronik, serta alam sekitar)

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. Teks *recount* - peristiwa bersejarah. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsurkebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah. Menyusun teks *recount*lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	**Famous People** (*Biographical Recount of Famous Person*) ● Fungsi Sosial Menceritakan, mengambil teladan, dan membanggakan. ● Struktur Teks (*Structure of Biographical Recount*) – *Orientation* – *Events* – *Reorientation* ● Unsur Kebahasaan *Regular and irregular verb.* ● Topik Peristiwa bersejarah yang dialami oleh tokoh terkenal.	● Melakukan permainan dengan pertanyaan yang berhubungan dengan orang terkenal. ● Mempelajari teks *biographical recount* tentang tokoh terkenal. ● Membaca teks *biographical recount* tentang tokoh terkenal dan menjawab pertanyaannya. ● Mengidentifikasi informasi terkait teks *biographical recount* tentang tokoh terkenal. ● Mempelajari struktur teks *biographical recount* tentang tokoh terkenal. ● Mengidentifikasi struktur teks *biographical recount* tentang tokoh terkenal. ● Mengidentifikasi unsur kebahasaan teks *recount* berupa *regular* dan *irregular verbs*. ● Melengkapi kalimat dengan kata kerja yang tepat. ● Mendengarkan dan melengkapi monolog *biographical recount* tentang tokoh terkenal. ● Menceritakan biografi tokoh terkenal di Indonesia. ● Membuat teks *biographical recount* tentang tokoh terkenal yang menginspirasi.	**Pengetahuan:** Tes Tertulis *Daily Assessment 4* **Keterampilan:** Praktik	6 JP	● Buku siswa dan buku guru Bahasa Inggris Kelas X SMA/MA/ SMK/MAK ● *Belajar Praktis Bahasa Inggris SMA/MA Kelas X Semester 2* terbitan CV VIVA PAKARINDO ● Buku pelajaran Bahasa Inggris yang relevan ● Buku-buku lain yang relevan ● Sumber belajar lain yang relevan (media cetak dan elektronik, serta alam sekitar)

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah/Madrasah : MAN 2 Jember
Mata Pelajaran **:** BAHASA INGGRIS
Kelas/Semester : X/2
Materi Pokok **:** *The Inventor*
Alokasi Waktu **:** 1 pertemuan (2 JP)

A. Tujuan Pembelajaran

Kompetensi Dasar 3	Kompetensi Dasar 4
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan me-minta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense vs. present perfect tense*!)	4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator Pencapaian Kompetensi 3	**Indikator Pencapaian Kompetensi 4**
3.6.2 Menjelaskan unsur kebahasaan *simple past tense vs. present perfect tense*.	4.6.2 Membuat esai menggunakan *simple past tense vs. present perfect tense*.

Langkah Pembelajaran

Langkah 1
1. Alat dan bahan: materi dan kegiatan dalam buku *Belajar Praktis Bahasa Inggris SMA/MA Kelas X Semester 2* terbitan CV VIVA PAKARINDO, laptop, LCD, serta media belajar lain yang relevan.
2. Guru menyampaikan cakupan materi mengenai *simple past tense vs. present perfect tense.*
3. Pertanyaan: *"When do we use simple past tense and present perfect tense?"*

Langkah 2
1. Pendahuluan
   a. Guru mengucapkan salam dan berdoa untuk memulai pelajaran. b. Guru menyampaikan tujuan pembelajaran dan cakupan materi.
2. Kegiatan Inti
   Kegiatan 1
   a. Siswa mengamati dan mengumpulkan informasi tentang *simple past tense vs. present perfect tense.*
   b. Siswa membaca dan melengkapi teks *interview* dengan kata yang tepat.

c. Siswa melengkapi kalimat *simple past tense* dan *present perfect tense* dengan kata kerja yang tepat. Kegiatan 2
    a. Siswa melakukan praktik *listening* mendengarkan dan melengkapi transkrip percakapan.
    b. Siswa melakukan praktik *speaking* dan *writing* mewawancarai seseorang dan membuat esai.

3. Penutup
Menyimpulkan pembelajaran tentang *simple past tense vs. present perfect tense*.

C. Penilaian Pembelajaran

1. Sikap   : Observasi siswa mengenai kejujuran, kesantunan, tanggung jawab, dan responsif.
2. Pengetahuan : Tes tertulis bentuk uraian/pilihan ganda tentang *simple past tense vs. present perfect tense*.
3. Keterampilan : Praktik membuat esai menggunakan *simple past tense* dan *present perfect tense*.

_____, _____

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran,

_____

_____

Curriculum Vitae

Name	**: Mochamad Azwar Muchtar**
Born place and time	**: Lumajang, 30th of March 1999**
Address	**: Lumajang, East Java**
Field of Study	**: English Education Department**
Faculty	**: Tarbiyah and Teacher Training Faculty**

Education Background :

Formal School

1. **SDN 01 Jogotrunan (ElementarySchool)**
2. **SMP MUHAMMADIYAH 01 Lumajang (Junior HighSchool)**
3. **MAN 2 Jember (Senior HighSchool)**