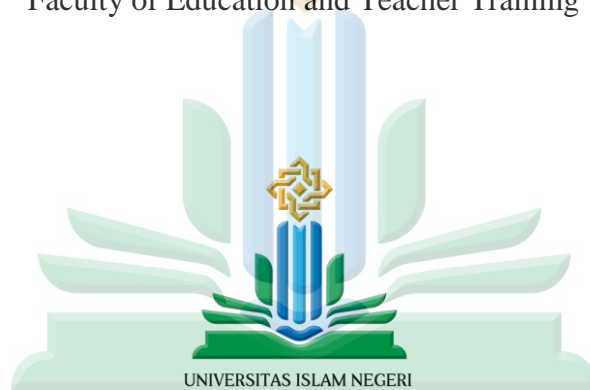


**EXPLORING STUDENTS' ENTHUSIASM IN LEARNING
PUBLIC SPEAKING THROUGH PODCAST FOR STUDENTS
OF ENGLISH CLUB AT MTsN 2 JEMBER**

THESIS

Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
To fulfill one of requirements for Bachelor Degree (S.Pd)
English Education Program
Islamic Studies and Language Education Department
Faculty of Education and Teacher Training



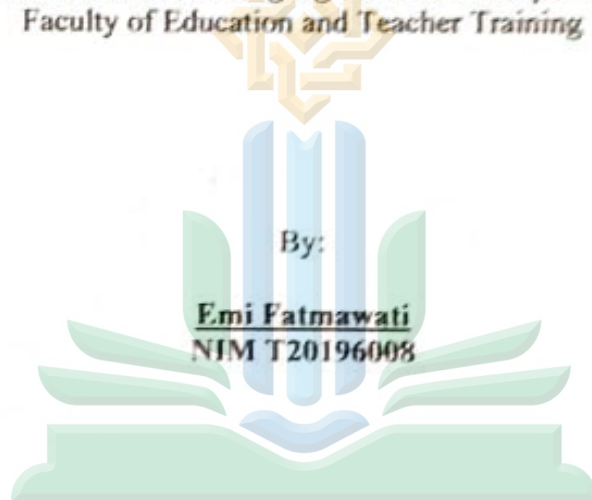
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By: **Emi Fatmawati**
SRN. T20196008

**STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIAH AND TEACHER TRAINING
DECEMBER 2024**

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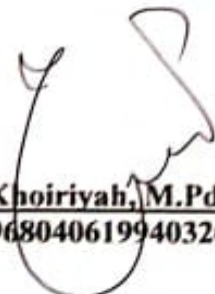
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**EXPLORING STUDENTS' ENTHUSIASM IN LEARNING
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THESIS


Has been examined and approved as the requirements to obtain a teachers
Degree of Bachelor Degree (S.Pd)
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Day : Tuesday
Date : 10th December 2024
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MOTTO

فَمَنْ لَمْ يَذُقْ مَرَّ التَّعَلُّمِ سَاعَةً ** تَجَرَّعَ ذُلَّ الْجَهْلِ طُولَ حَيَاتِهِ

Whoever has never tasted the bitterness of seeking knowledge, even for a moment, will swallow the shame of ignorance throughout their life.

(Imam Syafi'i)*



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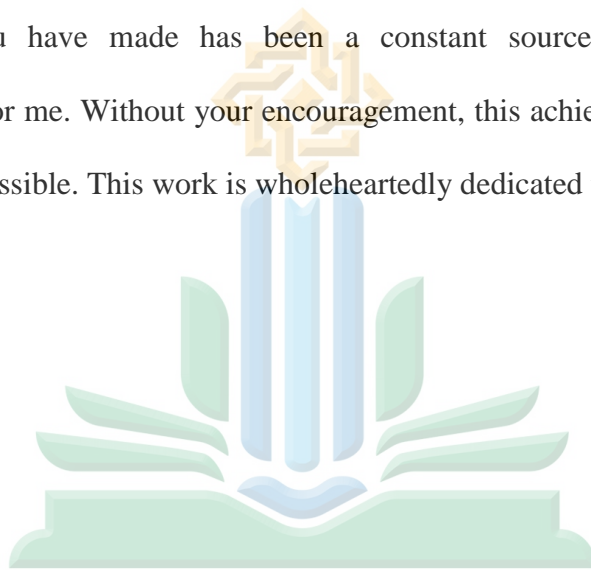
* Muhammad Ibrahim Salim, Syarah Diwan Asy-Syafi'I, (Yogyakarta: DIVA Press, 2019).

DEDICATION

I sincerely appreciate the following people for their contributions to the completion of my thesis, and I dedicate it to:

My Little Family

My mother, father, and two younger sister, I offer my deepest appreciation for your unwavering love, prayers, and support. Every effort and sacrifice you have made has been a constant source of strength and motivation for me. Without your encouragement, this achievement would not have been possible. This work is wholeheartedly dedicated to you.



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ACKNOWLEDGEMENT

In the Name of Allah. All praises be to Allah, the most Gracious, the most Merciful, king of the king, the Lord of the world, and the master of the day after, who has given us blessing and guidance. Because of His graciousness and mercifulness, the writer can write well. The writer realizes and feels very sure that without His mercy and guidance, it would not be possible to finish the thesis.

Praise and salutation upon our prophet Muhammad SAW who had brought us to the path of light from the darkness in this life. The best messenger for people all over the world, peace be upon him, his families, his companions, and his followers.

In this opportunity, the writer here would like to express her profound gratitude, more than she can express, to;

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10. The students of English Club at MTsN 2 Jember who gave their time to participate in this research.

I wish Allah SWT give blessing to all of you. I realize that this thesis is far from being perfect. Therefore, criticism and suggestion will be appreciated. The researcher hopes this thesis will be useful for reader and other researcher who need it.

Jember, 15th November 2024

EMI FATMAWATI
SRN T20196008

ABSTRAK

Emi Fatmawati, 2024: “Exploring Students’ Enthusiasm in Learning Public Speaking Through Podcast for Students of English Club At MTsN 2 Jember”

Keyword: Students’ Enthusiasm, Public Speaking, Podcast

Public speaking appears to be the most challenging of the four fundamental English language abilities that often occur in the field and students complain about because public speaking requires students to be brave and confident. Therefore, innovative teaching is really needed so that learners are enthusiastic about practicing their public speaking. Podcast can encourage the students’ enthusiasm by providing entertaining teaching and learning.

The aim of the research is to explore the students’ enthusiasm in learning public speaking through podcast. Thus, this research has two focuses, those are: 1). How is the students’ enthusiasm in learning public speaking through podcast for students of English club at MTsN 2 Jember? 2). How is the factor of students’ enthusiasm in learning public speaking through podcast for students of English club at MTsN 2 Jember?

The research subjects consist of an English teacher and the first group which contain 3 students out of the students based on the teacher’s recommendation. This research used the descriptive qualitative research method, where the data were collected through observation, interview, and document review. The data analysis used in this research were data reduction, data display, and final drawing. While triangulation of sources and techniques were used to validate the data.

The finding of this research showed that: 1). The students’ eye contact when doing podcast for learning public speaking for students’ of English club at MTsN 2 Jember were: (a) Tendency to open eyes wide excitement when talking an interesting topic, (b) Tendency to open squint their eyes with a straight gaze toward the speaker to show paying attention 2). The students’ facial expression when doing podcast for learning public speaking for students’ of English club at MTsN 2 Jember were: (a) Having varied facial expression, (b) Tendency to open their mouth to laughter when making a joke, (c) Showing a curve on their cheeks to smile when talking about fun things, (d) Frowning when thinking 3). The students’ gesture when doing podcast for learning public speaking for students’ of English club at MTsN 2 Jember were: (a) Frequently move their their hand when talking to show natural movement, (b) Frequently point and demonstrate something 4). The students’ word selection when doing podcast for learning public speaking for students’ of English club at MTsN 2 Jember was: Talking a lot with highly descriptive words and used many adjectives 5). The students’ vocal delivery when doing podcast for learning public speaking for students’ of English club at MTsN 2 Jember was: Increasing the intonation and volume of the voice when the students are surprised.

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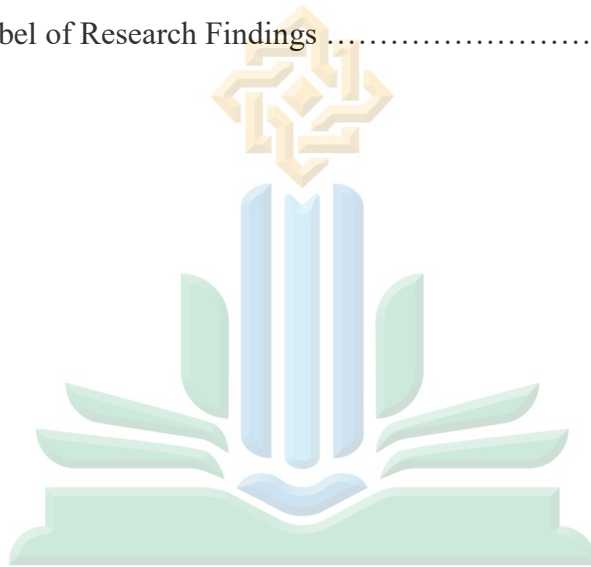
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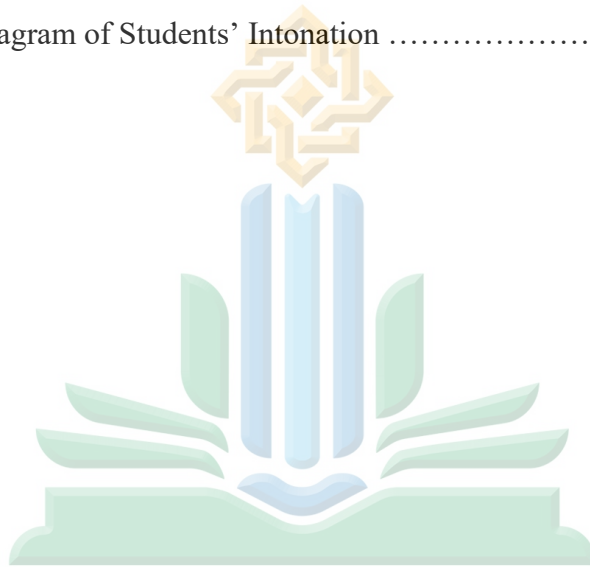
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BAB I

INTRODUCTION

A. Research Context

Recently, the ability to speak English is one of the important things that must be mastered by EFL learners. According to Bueno, Madrid, and McLaren, speaking is one of the difficult skills that EFL learners have to face.² However among the fourth skills in English, speaking is considered the most important skills in learning a foreign or second language. In addition, Parupali stated that speaking skills are also useful for students when they faced the real world outside of school. In the world of work, the students have to prove their credibility of their job through interview.³ Thus, speaking is very important to learn as a basic life skill to achieve success in life.

The importance of speaking has even been explained in the Quran surah Taha (20) : 25-28:

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي وَيَسِّرْ لِي أَمْرِي وَاحْلُلْ عُقْدَةً مِنْ لِسَانِي يَفْقَهُوا قَوْلِي

The meaning: Mose said: O My Lord! Open for me my chest (grant me self-confidence, contentment, and boldness). And ease my task for me. And loose the knot (the defect) from my tongue, (i.e. remove the incorrectness from my speech) (that occurred as a result of a brand of fire which Musa

² Bueno A., Madrid D., and McLaren N, TEFL in Secondary Education, (Granada: Editorial Universidad de Granada, 2006), 321.

³ Parupalli SRINIVAS Rao, The Importance of Speaking Skills in English Classroom, *Alford council of International English & Literature Journal: ACIELJ*, 2, no. 2, 9.

(Moses) put in his mouth when he was an infant). That they understand my speech.⁴

Based on the verse above, Allah ordered the prophet Musa to convey the message to Pharaoh. Then, the prophet Mose prayed to be given fluency in speaking to understand them. Thus, it can be conclude that speaking is important as a means of understanding communication.

Many Experts also have investigated speaking skills. According to Kusnierek, the ability of speaking is to convey message and information to the others. In addition, speaking will build social interaction in society.⁵ Other researcher, Nasiri indicated that speaking is one of the most significant skills to be increased as an effective communication.⁶ He also explained that to improve the students speaking ability, the EFL teacher can provide a friendly environment for EFL learners through appropriate strategies. Research result conducted by Sukmawati and Nasution showed that students speaking skills can be improved trough Model United Nations.⁷ This means that, speaking does not only have benefits in building social interaction, but can also be applied in education with appropriate strategies or even certain learning methods. Even though speaking skill has been researched by many

⁴ MuhammadTaqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Quran*, terjemah (Medina Dar-us Salam Publications, 1996), 416.

⁵ Anna Kusnierek, Developing Students Speaking Skills Through role-play, *World Scientific News* (2015), 75-76.

⁶ Nasiri, A., & Pourhossein Gilakjani, A. (2016), A Review of EFL Learners' Speaking Skill and the Strategies for Improvement, *Modern Journal of Language Teaching Methods (MJLTM)*, 6(9), 53-59.

⁷ Sukma Septian Nasution and Nur Najibah Sukmawati, Model United Nations: Improving the Students Speaking Skill, *Journal of English Educators Society* (2019), 4, no. 2, 47-52.

researchers, but rarely discussed in depth regarding speaking specifically, namely public speaking.

Public speaking is an important thing that must be mastered by students, so that they can be confident to speak in front of a large audience. As stated by Lucas that public speaking is a way to make ideas public of sharing with other people and influencing other people.⁸ According to Hamilton public speaking refers to communicative learning activities.⁹ That's means public speaking is closely related to communication. Further in his book, Lucas explained that most people who communicate well in daily talk can learn to communicate just as well in public speaking. By the same token, training in public speaking can make a more adept communicator in a variety of situations, such as conversations, classroom discussion, business meeting, and interview.¹⁰ Thus, public speaking is very important for students to become reliable communicators who can later face various situations.

Lately, technology has become an inseparable part of life, including in the world of Education. Many various innovative technologies are being used to teach speaking skill in the classroom. According to Stosic, implementation of technology in the world of education can improve skills and cognitive characteristics.¹¹ Kaharudin also said that the effect of technology integration in classroom learning outweighs the effect of cultural integrations on student

⁸ Stephen E. Lucas, *The Art of Public Speaking*, (McGraw-Hill Companies, inc, New York: 2015), 4.

⁹ Hamilton, C., *Essential of Public Speaking* (M . Eckman (ed.); Fifth), Cengage Learning, (2012).

¹⁰ Lucas, 8.

¹¹ Lazar Stosic, *The Importance of Educational Technology in Teaching*, *International Journal of Cognitive Research in Science Engineering and Education* 3, no. 1, (june:2015):111-114

motivation in learning English.¹² That's mean technological tools have been regarded as ways of helping students improve language skills such as public speaking.

The presence of technology has been growing up in classroom. The research result conducted by Tamim indicated that technology has an advantage that supports student efforts to achieve rather than act as a tool for conveying content. With the help of new technologies can raise new explosion of learning and information, especially on mobile device. One of the new technologies that have been frequently used recently is podcast. As stated by the manager of Spotify Asia Pacific, Gautam Talwar, that since November 1, 2022, Indonesia has been in the top 10 countries with the most spotify podcast listeners globally. It means that podcasts as technology are in great demand by Indonesian people and become an opportunity to be implemented in education.

Podcast is an alternative digital media that allows students to master public speaking. According to Jordan, the term podcast is a combination between the words pod (i.e., from the brand name iPod) and broadcast.¹³ Podcast provides materials for language learning. Podcast is an audio or video file that can be uploaded trough internet, has emerged as a resource in academia, and provides many kinds of material in learning. The podcast is a recorded audio or video file that uploaded to a website, so the website users can download freely and listen to it any time. The podcast material can

¹² Kaharudin, Contribution of Technology, Culture, and Attitude to English Learning Motivation During Covid-19 Outbreaks, *A multifaceted review journal in the field of pharmacy* 11, no. 11, (December:2020), 76-84.

¹³ Jordan, *PODCAST: An Alternative way to Improve EFL Students Listening and Speaking Performance*, 2007.

encourage student motivations and help them become more independent and confidence in speaking.¹⁴ This means that by using podcast media, the teacher can build students self-confident and make the learning process is enjoyable.

The idea of using podcast is also based on some following statements from any experts in literature. Seema and Farha explained that ELT podcast increase student potential to learn English faster and promote effective and collaborative learning, motivation, and better communication and boots up the achievement level among English language learners.¹⁵ Iskandar, ahmad, and Diana also stated that the podcast media demonstrated positive fruitions on speaking achievements.¹⁶ In addition, this media could cope with students problems in speaking, such as incorrect and pronunciation and not good fluency. Other researcher, Mohamed mentioned that podcast as a speaking activity in English online classroom have given an insight of potential in having fun and interesting learning process, raising learning motivation, enhancing creativity skill, and advancing the public speaking skill.

Other previous studies related to podcast are; a quantitative research that has been conducted by Kocak and Alagozlu in speaking skill explained that creating learner podcasts had a significant effect on learner speaking skill improvement.¹⁷ While qualitative research that has been conducted by

¹⁴ Behbood Mohammad zadeh, (2010), Podcast: Teacher and Student Friendly Technology in Language Teaching and Learning, *New Trends in Education and their Implication*, P. 1193.

¹⁵ Seema Jain and Farha Hashmi, *Advantages of Podcast in English Language Classroom*, *Journal of Indian Research* 1, no. 2, (june: 2013): 158-163.

¹⁶ Iskandar A., S., Ahmad B., and Diana A., The Use of Podcast in Improving Students' Speaking Skill, *Journal of Language and Education*, Vol 3, No. 2, (Desember: 2017), P. 108.

¹⁷ Kocak, A., & Alagozlu, N., (2021), The effect of learner podcasts on EFL students speaking development, *The Journal of language teaching and learning*, 11(2), 18.

Rahmasari, Ahmad, Kamil indicated that students had a positive perception of the utilization of podcasts in learning speaking. According to the students podcasts is an interesting media because it has many contents or topics that they can listen and practice their speaking whenever they want. In addition, they also agree that podcast is beneficial for speaking achievement, for example, students can increase their vocabularies and word pronunciation.¹⁸ Even though many studies have successfully examined that podcasts can improve students speaking skills, there are no researchers who specifically discuss the relationship between podcasts and public speaking, and also explore the students enthusiasm in using podcast.

Enthusiasm is a spirit that shows interest in an object by giving a positive response. In Cambridge Advanced Learner Dictionary, enthusiasm is defined as a feeling of interest to an object energetically and a desire to participate in activities in it.¹⁹ According to Poggi, enthusiasm can increase effort and persistence in achieving goals.²⁰ Aliyah Nur describe enthusiasm in several meaning such as : a high inspiration an power, feeling enjoy, feel glad to perform, a positive emotion, an excitement, eagerness and achieving. In addition, there are eight characteristics of enthusiastic students, they are; happiness, curiosity, satisfaction, endurance in speaking, courage, intolerance, agreement, and assistance.²¹ That means, it is important to know the students

¹⁸ Rahmasari, W., Ahmad, & Kamil, (2021), Students perceptions on utilizing podcast in learning speaking, *Journal of applied studies in language*, 5(1), 101.

¹⁹ Cambridge University Press; 3rd edition (August 11, 2008)

²⁰ Poggi, Enthusiasm and Its contagion: Nature and Function, (Berlin: Heidelberg: 2007)

²¹ Nur Aliyah Nur, The Influential Factors on Students Enthusiasm in Learning Speaking Skills, 1, no. 1 (March:2019)

enthusiasm factor in order to find out whether these students are interested in taking part in lessons such as related to the material, strategy or media used by the teacher.

The background of this research is also strengthened by the result of an interview with an English teacher at MTsN 2 Jember, M. Shafihan Rosyid, S.Pd, he stated that the 4 skills in English namely, writing, listening, speaking, and reading are important and should be mastered as much as possible. However, an important goal of learning English is that students can communicate using English. So according to him, speaking should be emphasized more to students. In addition, he also stated that this school is a literacy school that supports digital progress. One of the implemented innovation which support digital progress is the used of podcast. By using podcast, students appear happy, more confident, and enthusiastic in speaking practice.²² According to student named Donal, he felt excited when the teacher invited him to practice speaking using podcasts, and it turned out he also enjoyed spending break time with his friends making podcast²³. So, based on the description above, the researcher in this study decide to take the title :

Exploring Students Enthusiasm in Learning Public Speaking Skill Through Podcast for Students of English Club at MTSN 2 Jember.

B. Research Focus

From the background that had been stated above, the research questions answered in the research are :

²² Muhammad Shafihan Rosyid, interviewed by the researcher, Jember, 4th March 2023

²³ Donal, interviewed by the researcher, Jember, 4th March 2023

1. How is the students' eye contact when doing podcast for learning public speaking skill for students of English club at MTsN 2 Jember ?
2. How is the students' facial expression when doing podcast for learning public speaking skill for students of English club at MTsN 2 Jember ?
3. How is the students' gesture when doing podcast for learning public speaking skill for students of English Club at MTsN 2 Jember ?
4. How is the students' word selection when doing podcast for learning public speaking skill for students' of English club at MTsN 2 Jember ?
5. How is the students' vocal delivery when doing podcast for learning public speaking skill for students of English club at MTsN 2 Jember ?

C. Research Objective

According to the research question above, the objectives of this research are :

1. To explore the students' eye contact when doing podcast in practice public speaking skill for students of English club at MTsN 2 Jember
2. To explore the students' facial expression when doing podcast in practice public speaking skill for students of English club at MTsN 2 Jember
3. To explore the students' gesture when doing podcast in practice public speaking skill for students of English club at MTsN 2 Jember
4. To explore the students' word selection when doing podcast in practice public speaking skill for students of English club at MTsN 2 Jember
5. To explore the students' vocal delivery when doing podcast in practice public speaking skill for students of English club at MTsN 2 Jember

D. Research Significances

The result of the development of this research are expected to provide benefits for various parties including:

1. Theoretical Benefits

The result of this study are expected to be an innovation in the form of a podcast in English language learning

2. Practical Benefits

The result of the research was fully predictable to give some contributions to;

a. Students of English Department

Hopefully, this research contributes and can be used as reference material for all students of English department to explore further knowledge about something which it is relevant to this study.

b. English Teacher

The result of this study are expected to provide input to English teachers so that they can pay attention in developing students public speaking skills by choosing appropriate media or tools for learning.

c. Institution/School

The result of this study are expected to be implementation in another institution or school.

d. Other Researcher

This research will give a motivation for other researcher to find new ideas who are interested in conducting similar research.

E. Definition of Key Term

The researcher had three definitions of key term that used to clarify the meaning of the key term. It would be explained as follows:

1. Students' Enthusiasm

Enthusiasm is related to a persons psychological condition regarding interest in something that result in emotional changes. In the world of education, enthusiasm is related to student responses when they learn public speaking. Students with good enthusiasm will show some changes both physically, such as changes in facial expression, eye movement, and gesture. Besides that, it can also be an emotional, such as feeling happy or excited, full of energy, raise their voice, and not stammering when they are talking.

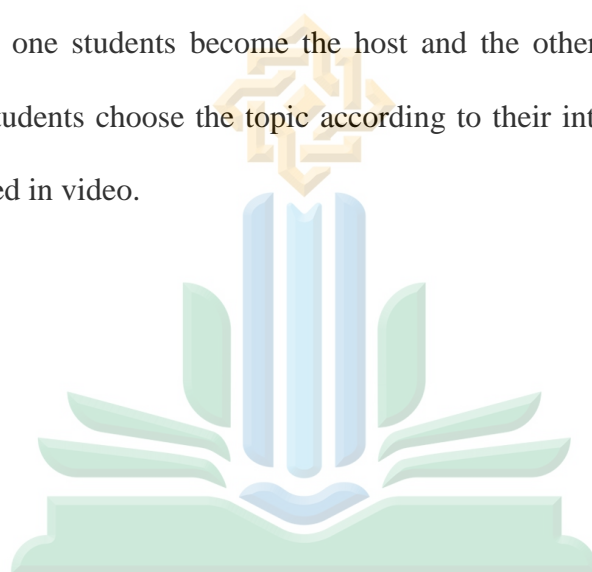
2. Public Speaking

Public speaking is the art of conveying opinions, ideas, or messages to large group of people and influence the listeners. In this research, researcher focus on public speaking entertaining. Public speaking entertaining is the ability to speak aimed at not only providing information but also providing entertainment, such as jokes, giving a smile. Thus, students are expected to enjoy this activity. So that, they can speak actively.

3. Podcast

Podcast is an audio or video digital media that provide a lot of material to support public speaking lerning activity. Podcast has to connect

to the internet to get access in to website. The website users not only can download the audio or video freely but they also can creat their creative video or audio based on the topics that provides by podcast application then uploade it in to website trough internet. In this research, the researcher focus on an interview podcast. Students work in pairs. They collaborate to practice their public speaking by asking question such as interview, one students become the host and the other become resource person. Students choose the topic according to their interest and it would be recorded in video.



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BAB II

LITERATURE REVIEW

In this chapter, the researcher discuss previous studies that explain the differences between this study and other researchers, and also theoretical framework that explain the theorist related to this research.

A. Previous Study

The researcher found some research that related to this study, some of them are;

1. A research conducted by Muhammad Rizky Widodo and Agus Gunawan in 2019 entitled, Investigating the Effect of Using Podcast on Students Listening Comprehension. This study investigated whether or not podcast significantly effects on students listening comprehension at SMA Angkasa 2 Jakarta. This study was conducted by adopting quasi-experimental method, with the research design being post-test only control group design. The students were given objective test, numbering 30 items. The data were analyzed descriptively and inferentially. The result show of post-test score between the students who were taught using podcast and students who were taught without using podcast. It can be seen from the data analysis using ANOVA that showed significance value (sig. 0.010) is lower than < 0.05 . It means that podcast has significant effect on Students Listening Comprehension.²⁴

²⁴ Widodo, R.M., Gunawan, A., (2019), Investigating The Effect of Using Podcast on Students Listening Comprehension. *Lingua*, 15(1), 35-42.

2. A research conducted by Arzu Kocak, and Nurai Alagozlu in 2021 entitled, *The Effect of Learner Podcasts on EFL Students Speaking Development*. This study investigated how to assess the effectiveness of the use of learner podcasts in English language classes as an innovative technology-based instructional tool to develop EFL learner speaking skills. The design was used in this study is a pre-test and post-test to measure the participants English speaking performance as regards the production of learner podcast. The data were collected through a pre- and post-speaking test administrated to participants and the data gathered from the tests were analyzed quantitatively. The result show that the post-training mean (M= 4.57) was statistically significantly higher than the pre-training mean (M= 3.37) and creating learner podcasts had a significant effect on learner speaking skill improvement ($p < .05$ ($p = .000$), $r = .81$).²⁵
3. A research conducted by Nenna Firmi Fatika, and Endang Mastuti Rahayu in 2021 entitled, *Using Podcast Media on Teaching Listening in New Normal Era*. The aim of this study was to describe the application of using podcast media on the teaching listening. The design was used in this study is qualitative approach. The subject of this study was the 10th grade students on X sosbas 1(b) class of Antartika Sidoarjo Senior High School with total 15 students. This study used participant observation, questionnaire and interview as data collection techniques. The result show that the use of podcast in learning listening made the students understand

²⁵ Kocak, A., & Alagozlu, N., (2021), The effect of learner podcasts on EFL students speaking development, *The Journal of language teaching and learning*, 11(2), 18.

the material and the students felt happy and comfortable with learning listening.²⁶

4. A research conducted by Wulan Rahmasari, Yousef Bani Ahmad, and Acep Bahrum Kamil in 2021 entitled, *Students Perceptions on Utilizing Podcast in Learning Speaking*. The aim of this study was to find out students perception of utilizing podcast in learning speaking skill. This study was conducted by using a qualitative approach and basic interpretative design to explore students perceptions. The subject of this study was involved three students. They are first-grade students of the vocational high school in the academic year 2019/2020. The data was collected from the reflective journal and semi-structured interview. The data was analyzed by thematic analysis. The result of this study show that students had a positive perception of the utilization of podcasts in learning speaking. Students perceive that podcasts is an interesting media because it has many contents or topics that they can listen and practice their speaking whenever they want. They also agree that podcast is beneficial for speaking achievement, for example, students can increase their vocabularies and word pronunciation.²⁷
5. A research conducted by Harisna Hikma, Ulul Azmi, and Wahyu Nugroho in 2022 entitled, *Podcast and Padlet and Its Effectiveness in ELT Class for Pesantren Students*. The aim of this study was to improving students

²⁶ Fatika, N. F., & Rahayu, E. M., (2021), Using podcast media on teaching listening in new normal era, *academic journal perspective: language, education, and literature*, 68.

²⁷ Rahmasari, W., Ahmad, & Kamil, (2021), Students perceptions on utilizing podcast in learning speaking, *Journal of applied studies in language*, 5(1), 101.

English productive skills by using podcast and padlet. This study was conducted by using quasi-experimental research with pretest and posttest design. The subject of this study consisted of 50 students from MA Assalafiyah who all of them are Santri of Pondok Pesantren Assalafiyah. The data were collected by a test of speaking and writing as an English productive skills requirement. The t-test was used to analyzed the data. The result show that there were significant differences between students from the experimental and control group. The students from the experimmental group had a higher score on speaking and writing than those from the control group.²⁸

Tabel 2.1
Similarities and Differences of Previous Study and the Researchers Study.

No	Reseach Title	Similarities	Differences
1.	Muhammad Rizky Widodo and Agus Gunawan in 2019, Investigating the effect of using podcast on students listening comprehension.	a. Both are about podcast.	a. The previous study used quasi-experimental method, while this research use qualitative research with reflective approach. b. The previous study focus on students listening comprehension, while this reseach focus on students public speaking skill.
2.	Arzu Kocak, and Nurai Alagozlu in 2021, The effect of learner podcasts on EFL students speaking	a. Both are about podcast	a. The previous study used pre-test and post-test to measure the participants English speaking performance

²⁸ Hikma, H., Azmi, U., & Nugroho, W., (2022), Podcast and Padlet and its effectiveness in ELT class for pesantren students, *Ethical lingua*, 9(1), 190.

No	Reseach Title	Similarities	Differences
	development.		as regards the production of learner podcast, while this research use qualitative research with reflective approach.
3.	Nenna Firmi Fatika and Endang Mastuti Rahayu in 2021, Using podcast media on teaching listening in new normal era.	a. Both are about podcast b. Both are used a qualitative approach	a. The subject of previous study was 10 th grade of students on X sosbas 1(b) class of Antartika Sidoarjo Senior High School with total 15 students. While the subject of this research was taken from students of English club with total 10 students at MTsN 2 Jember.
4.	Wulan Rahmasari, Yousef Bani Ahmad, and Acep Bahrum Kamil in 2021, Students Perceptions on utilizing podcast in learning speaking skill.	a. Both are about podcast b. Both are used a qualitative approach	a. The previous study focus on students perceptions, while this research focus on students enthusiasm b. The subject of previous study was involved three students from first-grade students of the vocational high school in the academic year 2019/1020, while the subject of this research was taken from students of English club with total 10 students at MTsN 2 Jember
5.	Harisna Hikma, Ulul Azmi, and Wahyu Nugroho in 2022, Podcast and Padlet and Its Effectiveness in ELTClass for Pesantren	a. Both are about podcast	a. The previous study used quasi-experimental research with pretest and posttest design, while this research used

No	Reseach Title	Similarities	Differences
	Students.		qualitative research. b. The subject of this study consisted of 50 students from MA Assalafiyah who all of them are Santri of Pondok Pesantren Assalafiyah, while this study was taken from students of English club with total 10 students at MTsN 2 Jember. c. The previous study focus on speaking and writing as an English productive skills requirement, while this study focus on students public speaking skill only.

Based on the similarities and differences above, it could be understood that all researchers had their way to explore the subject of research. The similarities of the pieces of previous research above with this research were they used podcast as variable of research. Meanwhile, the differences between this research with five piece of previous research were to explore the students enthusiasm in using podcast as students public speaking activity in 3 students of english club at state madrasah tsanawiyah.

B. Theoretical Framework

1. Enthusiasm

a. The Definition of Enthusiasm

Enthusiasm related to physical condition. According to Keller, enthusiasm is a response from a positive affective experience, that are

learning related enjoyment, and the behavioural expression of these experiences, (mostly nonverbal) expressive behaviour.²⁹ According to Murray, nonverbal expressive is gestures with hands and arms.³⁰ The experiential component of enthusiasm is understood to encompass students positive feeling and excitement during learning activities and interacting with teacher or other students in the classroom, and it has been conceptualized as learning related enjoyment, or more precisely, the experienced part of learning related enjoyment³¹

Students enthusiasm can be conceptualized as the enjoyment, excitement, and pleasure the students experience during learning activities. Kunter divide enthusiasm into enthusiasm for learning and enthusiasm for the subject studied. Students who are enthusiastic about their subject provide more support and has positive effect on their students motivation.³²

The research result was conducted by Utami, Saukah, Cahyono & Rachmajanti have found out that professional motivation and professional attitude as indicator of professional enthusiasm.³³

²⁹ Melani M. Keller, Teacher Enthusiasm: Reviewing and Redefining a Complex Construct, *Educational Psychology Review* 28, no. 4, (2016): 751

³⁰ Murray H. G. Munro, Low inference teaching behaviors and college teaching effectiveness: Recent developments and controversies. In R.P. Perry & J. C. Smart (Eds), *The Scholarship of teaching and learning in higher education*. (Dordrecht, Germany: 2007): 150.

³¹ Keller, M. M., Goetz, T., Becker, E., Morger, V., & Hensley, L., (2014), Feeling and showing: A new conceptualization of dispositional teacher enthusiasm and its relation to students' interest, *Learning and Instruction*, 33, 29–38.

³² Kunter et al., 2013.

³³ Cahyono, B. , Indonesian EFL teachers studying overseas: Feeling, expectations, and perspectives on professional development, *CELT Journal*, (2017), 13(1), 43–65.

b. The Eight Dimensions of Enthusiasm Awareness

Collins explains enthusiasm may be conveyed both verbally and nonverbally: verbally by word selection and vocal delivery; non-verbally eye contact, facial expressions, gestures, body movements, acceptance of ideas and feelings and energy level. Some non-verbal behaviors constitute personal mannerisms, such as adjusting one's clothing or one's appearance. When effectively integrated, both non verbal and verbal components support and facilitate learning delivery skills.³⁴

Enthusiasm awareness index is based on the work of Collins:

1) Eye Contact

According to Collins described eye contact is essential to all communication that goes on in the learning environment, as well as elsewhere.³⁵ Establishing eye contact is an attending behavior. It gets the people's attention. It is not staring. Wide-opened eyes not only focus the learner's attention but they also convey meaning, attitudes and feeling tones. According to Sanders, eyes need to light up frequently. Sometimes open eyes wide with

³⁴ Michael John Collins, *The Effects of Training for Enthusiasm on the Enthusiasm Displayed by Preservice Elementary teacher*, 13-14.

³⁵ Collins, K. M. dan Killough, L.N, "An empirical examination of stress in public accounting", *Accounting, Organizations & Society*, (1992), Vol. 17: 535-47

eyebrow raised. Eye contact is a key when delivering instruction since it help you make a connection with other.³⁶

2) Facial Expressions

Davis as sited in his article states facial expressions include smiling, frowning, eye rolling, making eye contact, scowling, and appearing bored or interested.³⁷ Other facial expressions might indicate excitement or even shock, like opening one's eyes or mouth widely. Winking could signal that we're joking about a remark people made, or even flirting with the person to whom we are speaking and raising our eyebrows might communicate that we're surprised or that people do not believe what they are hearing. Therefore, facial expressions are the changing of result in facial appearance due to one or more facial movements. The key to this definition is that a facial expression related to what people can observe. Facial expressions include smiles, frowns, winces, grimaces, squinting, or wrinkling one's forehead or nose³⁸

Facial expressions may be used consciously to emphasize or reinforce verbal points, or may be used quite unconsciously or subconsciously. Facial expressions are used not only to focus learner attention, but also to convey messages as well as emotion,

³⁶ Sanders, Patricia., Enthusiasm Awareness in the Experiential Classroom, Central Connecticut State University. *Developments in Business Simulation & Experiential Exercises*, Volume 12, 1985.

³⁷ Davis, Bethany., Facial Expressions in Nonverbal Communication: Importance & Explanation, (2013), (Accessed from <http://study.com> on 14th of September 2017 at 3 a.m)

³⁸ Collins, Mary Lynn., The Effects of Training for Enthusiasm on the Enthusiasm Displayed by Preservice Elementary Teachers, *Lemoyne Heights Syracuse*, New York. (1976: 14)

to emphasize and illustrate verbal messages, and to communicate meaning.

Sanders explained that vary their facial expression allowing their expression to match your content. Little smiling can show the low enthusiasm and exhibits many variations and frequent changes in expression; broad smile can show high enthusiasm.³⁹

3) Gestures

According to Sanders, arms kept at sides or folded; rigid, infrequent use of arms can show the low enthusiasm.⁴⁰ Maintains steady pace of appropriate gestures; pointed occasionally sweeping movements can show medium enthusiasm. Quick and demonstrative movements; frequent and sweeping movements of hand, arms or head show high enthusiasm. Collins described individuals have unique gestural styles and in part they reflect cultural values and upbringing.⁴¹ Gestures include movements of the hands, arms, or head that accompany verbal messages. They are used to express an idea or emotion, or to reinforce and emphasize verbal communication. In addition, gestures assist in controlling

³⁹ Sanders, Patricia., Enthusiasm Awareness in the Experiential Classroom, Central Connecticut State University. *Developments in Business Simulation & Experiential Exercises*, Volume 12, 1985:41.

⁴⁰ Sanders, Patricia., Enthusiasm Awareness in the Experiential Classroom, Central Connecticut State University. *Developments in Business Simulation & Experiential Exercises*, Volume 12, 1985:42.

⁴¹ Collins., Mary Lynn., The Effects of Training for Enthusiasm on the Enthusiasm Displayed by Preservice Elementary Teachers, *Lemoyne Heights Syracuse*, New York, (1976: 13)

participation by signaling, pointing, shaping, describing, or controlling things in the environment.

4) Body movements

Body movements refer to general body motion and include both instructional motions and personal motions. Margulus and Ann they say that body movement is move around the classroom with purpose, sometimes walking rapidly, changing face, unpredictably stooping to emphasize a point.⁴² This help to express your energy and enthusiasm. Collins avoid repeating movements such as pacing and shifting your weight from one foot to another. For example: stationary; standing or sitting; seldom moves from one spot can express low enthusiasm, rapid, energetic and natural movements can express high enthusiasm.⁴³

5) Word Selection

Sanders & Gosenpud say that no use of simile or metaphor can express low enthusiasm.⁴⁴ Use simile and metaphor bur rends to be repetitive can express medium enthusiasm and frequent use of simile and metaphor can express high enthusiasm. Besides, Collins describes that combinations of words not only communicate content but feeling tones and enthusiasm as well. In

⁴² Margulus, Lisabhet., Ahn, Jecquelyn., Performance Appraisals Made Easy, *Tools for evaluating Teacher and Support Staff*, California, (2005; 23).

⁴³ Collins., Mary Lynn., The Effects of Training for Enthusiasm on the Enthusiasm Displayed by Preservice Elementary Teachers, *Lemoyne Heights Syracuse*, New York, (1976: 13)

⁴⁴ Sanders, Patricia., Gosenpud, Jerry ., Perceived Inrtuctor Enthusiasm and Student Achievenemt, *Developments in Business Simulation & Experiential Exercises*, Volume 13, (1986; 55)

general, action words, descriptive phrases, adjectives, positively stated combinations, great variety, clarity of expression, and use of metaphor and simile contribute greatly to an enthusiastic delivery of content.⁴⁵ Margulus & Ann, they describe that word selection use colorful, highly descriptive words that paint a vivid pictures. Select precisely the right words required to communicate your ideas clearly and vividly.⁴⁶

6) Vocal Delivery

Courville as cited in his article states that vocal delivery includes components of speech delivery that relate to your voice.⁴⁷ These include rate, volume, pitch, articulation, pronunciation, and fluency. Our voice is important to consider when delivering our speech for two main reasons. First, vocal delivery can help us engage and interest the audience. Second, vocal delivery helps ensure that our ideas are communicated clearly.

Collins explains that vocal delivery refers to the pitch, rate, pace, cadence, volume, articulation, and tone of verbal presentation.⁴⁸ Extensive use and variations in these variables

⁴⁵ Collins., Mary Lynn., The Effects of Training for Enthusiasm on the Enthusiasm Displayed by Preservice Elementary Teachers, *Lemoyne Heights Syracuse*, New York, (1976: 14)

⁴⁶ Margulus, Lisabhet., Ahn, Jecquelyn., Performance Appraisals Made Easy, *Tools for evaluating Teacher and Support Staff*, California,(2005).

⁴⁷ Courville, R., Communication in the real world: an Introduction to communication studies, *Minnesota University*, (2012) (Accessed from <http://open.lib.umn.edu> on 10th of September at 4 AM).

⁴⁸ Collins., Mary Lynn., The Effects of Training for Enthusiasm on the Enthusiasm Displayed by Preservice Elementary Teachers, *Lemoyne Heights Syracuse*, New York, (1976: 14)

contribute both to the understanding of content and to maintaining attention, stimulating interest, and encouraging participation.

In general, a higher rate of speaking signals that a speaker is enthusiastic about his or her topic. Speaking slowly may lead the people to infer that the speaker is uninterested, uninformed, or unprepared to present his or her own topic. Volume refers to how loud or soft your voice is. As with speaking rate, you want to avoid the extremes of being too loud or too soft, but still vary your volume within an acceptable middle range. Pitch refers to how high or low a speaker's voice is. As with other vocal qualities, there are natural variations among people's vocal pitch. Unlike rate and volume, there are more physiological limitations on the control we have over pitch. For example, males generally have lower pitched voice than female.

7) Acceptance of Ideas and Feelings

Accept ideas and feeling quickly with vigor and animation, ready to accept phrase, encourage, or clarify in a non-threatening manner. Many variations in responding to pupils. Collins acceptance of ideas and feeling avoid a point of view on which you feel strongly and learn how to convey your true feelings. Low enthusiasm show little indication of acceptance or

encouragement.⁴⁹ May ignore students' feelings and ideas. High enthusiasm show quick and ready to accept praise, encouragement or clarify. Many variations in response. Vigorous nodding of head when agreeing.

8) Energy Level

Sanders they say that energy level be exuberant and show vitality.⁵⁰ Do whatever it take to make yourself interesting and fun. Furthermore, Collins explains that energy level refers to the overall level of mobility variations in voice, and degree of animation or amount of dynamism.⁵¹ One group of researchers tested retention in students after experiencing presentations from static speakers and "dynamic" speakers. Dynamic speakers delivered presentations from memory, with extensive use of gesturing, eye contact, vocal inflection and animation. The implications of the study are that energy level not only contributes to attention, but to retention. Energy level, of course, will vary from individual to Individual and with environments; however, it should be experimented with to ensure optimum results.

Based on the explanation above, the researcher in this research explored only 5 dimension as indicator of students'

⁴⁹ Collins., Mary Lynn., The Effects of Training for Enthusiasm on the Enthusiasm Displayed by Preservice Elementary Teachers, *Lemoyne Heights Syracuse*, New York, (1976: 14)

⁵⁰ Sanders, Patricia., Gosenpud, Jerry., Perceived Inructor Enthusiasm and Student Achievenemt, *Developments in Business Simulation & Experiential Exercises*, Volume 13, (1986; 42)

⁵¹ Collins., Mary Lynn, The Effects of Training for Enthusiasm on the Enthusiasm Displayed by Preservice Elementary Teachers, *Lemoyne Heights Syracuse*, New York, (1976).

enthusiasm. They were: eye contact, facial expression, gesture, word selection and vocal delivery.

2. Public Speaking Skill

a. Definition of Public Speaking Skills

Public speaking is a form of speaking in front of a big group of people that focuses on how to use different speaking strategies to transmit information or ideas that the audience is interested in hearing. A face to face conversation between an individual and an audience is usually understood as public speaking. Depending on the number of targets or target audiences, the communication method for public speaking activities could take the form of direct communication or media. Because it must adapt to the time provided, public speaking must adhere to the structure extremely closely. Additionally, viewers or listener are prohibited from asking or commenting after the schedule time has passed⁵²

According Wrench et al., Public speaking is a process of designing and delivering a message to the audience. To be a good public speaker, planning and organizing the topic or material are needed. There are three types of public speaking based on intended purpose: informative, persuasive, and entertaining.⁵³ The most common type of public speaking is informative. The purpose of informative speech is to share knowledge with the students. Persuasive

⁵² Danandjaja, B., R., the Purpose of Public Relations in the book : *Public Relations, Principles, Cases, and Problems, The Purpose of Public Relation*, (2011: 108)

⁵³ Wrench, J., S., Goding, A., Johnson, D.I., & Attias, B. A., *Public Speaking and Ethic*, (2012).

speaking is how the speakers try to persuade others. The speaker must convince, motivate, and invite the audience to change or move to be better. Then entertaining speaking involves organizing some events such as presenting and accepting awards, introduction to wedding toasts, delivering eulogies at funerals, and memorial services to after dinner speeches. These benefits include developing critical thinking, fine tuning verbal and non verbal skills, and overcoming a fear of public speaking.

b. Types of Public Speaking skill

Public speaking opportunities come in many shapes and form. According to Hughes there are five types of public speaking skill, as follows⁵⁴;

1) Informative Public Speaking

A speech or presentation that tries to deliver information is known as informative public speaking. As a result, there are many different sorts of informative talks. Definition, descriptive, explanatory, and demonstrative speeches are the most common forms of informative talks. An instructive speech is one in which the speaker attempts to educate the audience about a specific issue. According to Dailin, speech that provides knowledge about a person, an animal, or an object is known as informative speech⁵⁵.

⁵⁴ Hughes, A., Testing for language teachers, *Cambridge: Cambridge University Press*, (2002), P.118,131.

⁵⁵ Dailin, Improving Students' Speaking Ability in Giving Informative Speech, *Journal of English Education and Linguistic*, (Bengkulu : 2017).

The goal of an informative speech is to teach the audience something through objective facts. According to the definition above, an informative speech is one in which the speaker is tasked with conveying knowledge to an audience.

2) Persuasive Public Speaking

Persuasive public speaking is a type of discourse in which the speaker tries to persuade the listener to do or not do anything. Persuasion is the ability to achieve an agreement or conformity of the speakers and the addressees willingness. It is a process to persuade others to accept what the speaker or writer wants. Persuasive can be interpreted as an activity that is performed by someone either spoken or written to influence others to do something desired by the speaker or writer.

3) Entertaining Public Speaking

A speaker has a sense of humor in every presentation so that the atmosphere becomes lively and a positive impression in the eyes of the audience, of course humor which is humor that is classy and ethical. This style of public speaking is intended to be entertaining. The speaker tries to create an exciting mood in this form of public speaking. Entertaining speaking is one whose sole purpose is to have the audience enjoy the presentation. The purpose of entertaining speaking besides to educating, informing, or inspiring is to make the audience smile, relax, and enjoy. Not only

do they use interesting stories to convey the message, but they also use body gestures and facial emotions.

4) Technical Public Speaking

Visual aids or handouts are virtually used in technical public speaking (printed material).

5) Short Public Speaking

In general, short public speaking is used to express gratitude, convey a welcome, accept or release, or give a welcome.

Based on the explanation above, the researcher will focus on public speaking entertaining as the score indicator of this research. The researcher choice entertaining as the score indicator of this research. The researcher choice entertaining because entertaining speaking besides to educating, informing, or inspiring is to make the audience smile, relax, and enjoy. Not only do they use interesting stories to convey the message, but they also use body gestures and facial emotions. The theme present in entertaining are very light, such as discussing funny video or idioms.

3. Podcast as Learning Media

a. Definition of Podcast

Podcast as media is a tool that has the power to motivate students in learning English. Podcast is a series of digital audio and video broadcast that could be download and played on mobile device.

Podcast is a recorded audio or video file uploaded to a website, so the website users can download it freely and listen it later time. Podcast has emerged as a source in the academic field, and it provides many kinds of material for learning. According to Kavaliauskiene, podcasts have given the language teacher numerous teaching materials⁵⁶. Podcast could also be an effective tool for practice or exercise⁵⁷.

Podcasts give listeners full access to select their favorite program according to their convenience and listen to it. In particular, the use of podcasts for university students is extremely important since they are challenged to be autonomous English learners. Podcasts as learning materials are categorized into two groups. The first is authentic content from native speakers which is not intended for learning. These types of podcasts are usually under the themes such as sports or television systems. The second is a podcast with learning content that is specifically designed for learning. Fernandez et al. stated that for this type of podcast, the materials are created for designated students. A good example for this is a podcast as the material which is given from the teacher for learning⁵⁸. Besides, learning speaking in English using podcasts can motivate and engage students

⁵⁶ Kavaliauskiene, G., Teaching listening skills at tertiary level. *ESP-World*, 7/2 (18), September, 2008

⁵⁷ Sze, P. M., Developing students' listening and speaking skills through ELT podcasts, *Education Journal*, 2008, 34(2), 115–134.

⁵⁸ Fernandez, V., Simo, P. & Sallan, J. M., Podcasting: A New Technological Tool to Facilitate Good Practice in Higher Education, *Computers & Education*, 53 (2), 385-392.

since they can choose their own materials and express themselves by speaking in English.

Podcast media affirmatively shows good points for students in case it would bring the students closer to the target language, and it affects students' attitude and motivation. By using podcast media, the teacher can support the students in building self-confidence and the learning situation enjoyable. According to Samad, This self-confidence may be raising due to their ability to understand the rhetoric of a particular topic as a result of listening repetition dan oral performance⁵⁹. This understanding makes them find the learning process enjoyable

b. Type of Podcast

There are three types of podcasts, they are:

1) Podcast Interviews

Podcast interview is very popular among podcasters today. This podcast usually carried out by a minimum of two people consisting of hosts and resource persons by using an interview or question and answer format. Usually there will be a host who will guide and provide questions to the resource persons with different guests in each episode.

Preparation for a podcast interview is researching and studying the characteristics of the guests who will be interviewed

⁵⁹ Samad, I. A., Improving students' competence in the thesis defence examination in two Universities in Aceh, Indonesia. Unpublished Doctoral Dissertation. University of New England: Armidale. 2016.

and making a list of questions. Apart from that, you also have to have soft skill such as: interviewing skills and public speaking. It can make the podcast look interesting and guests don't feel bored.

2) Solo Podcasts

Solo podcast is podcast run by one person without guests or co-host. This podcast is usually presented in the form of monologue, which is a self-talk. Content from solo podcasts can be in the form of personal opinion related to current news, questions and answers, or other styles that can be done by one person. Preparation that must be done is a script related to the topic to be discussed.

3) Multi-host Podcasts

Multi-host podcast is a podcast that is usually filled by two hosts or even more, so it will sound more crowded when compare to a solo podcast. Multi-host podcast feature discussion in which everyone will have different opinions and perspectives. It will be entertainment for listeners who like to listen to debates. In addition, this podcast also relieves the pressure of podcasters because they work together.

c. Advantages and Disadvantages of Podcast

Advantages of podcasting that is convenience, and easy reach. Podcasting can be valuable to students who want follow up on information to fully understand lesson. According to Samad, Ahmad &

Diana, the factor can improve English language skills because students are more intense and focus on listening to the material they need.⁶⁰ After that, they can also practice it. Bolliger, Supawan & Christine described that The use of podcasts also has a positive impact on increasing students online learning.⁶¹ Students find it easy to get learning material and can repeat it again. The ease of obtaining material and satisfying result make students have higher motivation when using podcasts as media for learning. In some of these study, it can be conclude that apart from being able to improve learning outcomes, podcasts can also increase students learning motivation and practical skills.

Disadvantages of podcast is unsearchable. Podcasts are not always easily searchable. This could be a huge disadvantage for many individuals, especially those who prefer to gather their data by quickly scanning through the texts. In learning outcomes, it is proven that it can increase from the moderate to good category, its just that interest in learning is in the same category, which is moderate and tends to decrease in points. Also linear with the results of field trials, which showed that when the media was tested on individual groups and small groups the result increased, but when given to large groups the response decreased compared to the previous trial. It can be seen that

⁶⁰ Ahmad Bustani, Iskandar Samad, Diana Ahmad, The Use Podcast in Improving Student Speaking Skill, *JELE (Journal of English Language and Education)*, Vol.3 No.2 (2017)

⁶¹ Bolliger, D. U., Supanakorn, S., & Boggs, C, Impact of podcasting on student motivation in the online learning environment, *Computers & Education*, 55(2), 714-722.

the larger group, the greater variation in responses and interest in a learning media. Limiting your audience, not everyone owns a mobile device.

Podcasting may just divide the market and alienate those who cannot have access to it. Some people are also just not interested in having to download files from the Web in order to have access to them, and some will prefer reading instead of listening to an audio file. Interest according to Hurlock is explained as a source of motivation that drives people to do what they want when they are free to choose, bringing satisfaction which is a need for somebody.⁶² The stronger the need, the stronger the interest persists. Besides that, interest is a temporary pleasure. If the fun exists, the possibility of the intensity and motivation that accompanies it persist in a person.

Based on the explanation above, the researcher in this research focus on podcast interview which expected that students can enjoy the learning activities by work in pairs.

⁶² Hurlock, E.B., Psikologi perkembangan: Suatu pendekatan sepanjang ruang kehidupan, Edisi 5. Jakarta: Erlangga, 1999.

BAB III

RESEARCH METHODOLOGY

A. Approach and Type of research

This research used a qualitative research. Qualitative research is a research that involves data collection procedures to generate the data and non numeric data which are analyzed by using non statistical methods. According to Moleong,⁶³ Qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, and others as a whole and in a way described in the form of words. In brief, the result of this study was presented in words in the form of description.

Descriptive research aims to provide systematic and accurate symptoms, events, or occurrences related to the characteristics of specific population or area.⁶⁴ The goal of descriptive research is to provide a systematic, factual, and accurate description of facts and characteristics of a population.⁶⁵

This qualitative research uses exploratory research methods. Exploration is a type of initial research from a research that is very broad in nature. Exploratory research is important because will produce results a strong foundation for further research. The goal is to get ideas about main issues in more detail.

⁶³ Moleong, L. J., 2007. Metodologi penelitian kualitatif. Bandung: Remaja Rosdakarya

⁶⁴ Riyanto Yati, Metodologi penelitian pendidikan, (Surabaya: SIC, 2010), 23

⁶⁵ Sumandi Suryabrata, Metodologi penelitian, (Jakarta: Raja Grafindo Persada), 2008.

B. Research Location

The location used for this research was MTSN 2 Jember with consideration of technological development, and become literacy schools. So enable the researcher to conduct this research. This school is located on Merak Street, number 11, Patrang District, Jember Regency.

The uniqueness of this research site as location of this study was that this school is a full-day school with an emphasis on English language material in collaboration with LBB EFB. Additionally, this school actively participates in social media platform like Youtube and TikTok, which can significantly enhance the teaching and learning process for students, particularly in the area of public speaking through podcast.

C. Research Subject

In qualitative research, individuals suitable as research subjects were identified and recruited using purposive sampling. Purposive sampling is appropriate for the current study because it is relating to places and people helps to understand the central phenomenon in practice. Next, the type of purposive sampling used in this study is homogeneous sampling appropriate to the phenomenon.

According to the information above, the subjects of this research were 3 students from 30 students in the English club and the English teacher, Mr. Shafihan Rosyid S.Pd. then he recommended the first group, consisting of 3 students from 10 groups, to be interviewed by the researcher because the first

group had a longer public speaking duration than the other groups. The first student was Sabyan, the second was Donal, and the third was Izzat.

Therefore, based on the above description, the researcher assumed that the teacher and the students are able to provide information regarding the students's enthusiasm for practicing public speaking through the podcast.

D. The Technique of Data Collection

Data collection technique is the most important step in research, because the purpose of research is to get the data. Without knowing data collection techniques, researcher will not get data that fulfill the standards have already set.

Data collection can be done in a variety of settings, sources and ways. Here are some of the methods used by researcher in collecting data to support this research, they are:

1. Observations

Observation is the process of collecting data by observing conditions or activities that occur directly. From observation, data will be obtained about a problem, so that understanding is obtained or as a means of re checking or proving on previously obtained information.⁶⁶

In this study, the participation and role of the researcher are at a moderate level of participation, where the researcher observes the

⁶⁶ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, Bandung: Remaja Rosdakarya, 2013.

person/research subjects while being involved in the activities was observed.⁶⁷

In the role of an observer, there are two types of roles, namely participant observers and non-participant observers. As participant observers, this role is adopted by researchers when they participate in activities within the context they are observing. At the same time that the researchers participate in the activities, they also record information.

A non-participant observer is an observer who visits the location and notes without participating in the activities of the participants. The researcher used non-participants in this study to obtain the answers that the researcher wanted to observe in the English Club class at MTsN 2 Jember regarding enthusiasm and the factors that cause student enthusiasm.

This observation was used by the researcher during the research for optimizing data regarding the implementation of public speaking through podcasts as a learning tool, students' responses or interactions in public speaking learning, student and teacher interaction at school, as well as facilities and infrastructure in MTsN 2 Jember.

To know the students' enthusiasm, the researcher used observation checklist regarding the eight dimensions of enthusiasm during the teaching and learning process in the classroom and observed the student's result of video podcast.

⁶⁷ Risky Kawasati, Teknik Pengumpulan Data Metode Kualitatif, (Sekolah Tinggi Agama Islam Negeri Sorong), 1

2. Interview

A qualitative interview takes place when the researcher asks one or more participants general open-ended questions and records their responses. The interviewing techniques can be conducted systematically or not. Systematic means that the interviews are first conducted by compiling an interview based on the instrument. Meanwhile, unsystematic interviews are conducted without preparing interview tools.

a. One-on-one interviews

One-on-one interviews are a data collection process in which the researcher asks questions to and records answers from one participant in the study at a time. This type of interview is ideally for interviewing the participant who is not hesitant to speak, who is articulate, and who can share ideas comfortably.

b. Focus group interviews

Focus group interviews is a process of collecting data through interviews with a group of people, typically three to six. The researcher asked a small number of general questions and elicits responses.

In this study, the interviews conducted by the researcher were semi-structured interviews with one-on-one interviews with the teachers and focus group interviews for the students. The semi-structured interviews flowed naturally to accommodate students' questions without disrupting their comfort during the interview sessions. In short, the researcher distributed the questions in the

interview naturally so that the students felt comfortable being asked certain questions.

3. Document Review

Document review includes public and private records obtained through qualitative research about a research site or participant, and they may include diaries, meeting minutes, personal diaries, and correspondence. These sources provide valuable information to help researchers understand the central phenomena of qualitative research.

When conducting qualitative research documents, there are some helpful guidelines: Identify the types of documents that can provide useful information to answer your qualitative questions, then consider public and private documents as sources of information for your research. Once the documents are located, obtain permission to use them from the appropriate people responsible for the documents. Engage in journaling, then provide specific instructions on how to proceed. Once you have permission to use the documents, review them for accuracy, completeness, and usefulness in meeting goals research of the thesis, recording the latest information from the documents. The data that the researcher obtained were:

- a. History of MTsN 2 Jember
- b. Lesson plan
- c. Syllabus

E. Data Analysis

Data analysis is the process of collecting data and organizing it into patterns, types, or basic units of measurement so that the data obtained can be easily inferred.⁶⁸ Data analysis is the process of retrieving and systematically collecting data derived from the results of interviews, observations and documentation. Then organize them into types, describe them, and arrange them into patterns. Choose the important things to learn so that you can easily close and understand them.

The data analysis technique used in this research was an interactive model of analysis. According to Miles and Huberman⁶⁹, there are three analysis component of interactive model, namely data reduction, data display, and conclusion drawing. The three analysis component of interactive model analysis can be explained as follow:

1. Data Reduction

It is the process of minimizing the amount data that needs to be stored in a data storage environment. In this study, the researcher select data obtained at the time of research regarding students enthusiasm about learning public speaking through podcasts that are used by teacher in teaching English, then the data is classified and choose simply.

2. Data Display

At this stage, the researcher develops a structured description of information to draw conclusion and take action. The presentation of data

⁶⁸ Moleong, L. J., 2007. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya

⁶⁹ Miles, M. B., & Huberman, A. M., *Qualitative Data Analysis*, (1994)

commonly used in this study was the form of narrative text. The purpose of narrative text is that the researcher described data information that has been classified previously about students enthusiasm for learning public speaking used by the teacher in teaching english then the conclusions are presented in the form of narrative text.

3. Conclusion Drawing

At this stage, the researcher draw conclusion from the data that has been concluded previously, then matches the notes and observation made by the researcher at the time of doing analyzing.

F. Validity Data

Validity is an important factor to consider in developing and evaluating measurement tools. Validity is the degree to which an instrument measures what it claims to measure. In terms of qualitative validity, triangulation of the data was used. In this study, the validity of data triangulation is divided into two ways: data source triangulation and technical triangulation. By comparing the data that had been collected from various sources.

1. Source Triangulation

Triangulation of data sources is evaluated based on the reliability of the data obtained by verifying the data obtained from multiple sources regarding people, places, times, etc. While the triangulation technique is evaluated based on the reliability of the data by verifying the same data using various methods. May participate in interviews, observations, and

document reviews. As Donal said, *"I made a lot of eye contact to respect the people who talk with me."* It is also added by Sabyan, Donals' partner of the podcast; he said: *"I do, I make a lot of eye contact because I want to make proper public speaking with my audiences."*

In brief, from source triangulation, the researcher determined valid data by cross-checking the same information from different sources and comparing both sources to find whether or not the data obtained produced the same conclusion.

2. Triangulation Technique

The triangulation Technique refers to determining the authenticity of data by comparing the same data using various Technique, such as data from interviews, observations, and document reviews, which were merged by the researcher. The interview example has been explained by the researcher on the first point and supported by the document review, and then after data was collected from non-participant observation, interviews, and document review, the researcher was asked to compare all instruments.

Then, in this study, for example, the interview data yielded a positive perception regarding the short answer game strategy because it was supported by the observational results.

In essence, after the researcher compared and/or cross-checked the source triangulation, the next step was to utilize the triangulation technique to verify valid data by cross-checking the same information from different

techniques and comparing those results to discover if the data provided the same conclusion.

G. Research Stages

This section describes the research implementation plan that the researcher will carry out, starting with preliminary research, design development, fieldwork, and report writing.⁷⁰ The stages in the research are as follows:

1. Pre-field stage

The pre-field stage is the stage that is carried out before conducting the research. The activities in the pre-field stage are:

a. Develop research design

In developing this plan, the researcher establishes the following: the study, reason for the study, benefits of the study, purpose of the study and strategies used.

b. Choosing research field

Before conducting research, the researcher must first choose the research field. The chosen research field is MTsN 2 Jember.

c. Permit processing

Before conducting research, the researcher needed permission in the form of a cover letter from the State Islamic University KH Achmad Siddiq (UIN KHAS) Jember as a research permit application submitted to MTsN 2 Jember.

⁷⁰ Tim Penyusun, Pedoman Penulisan karya Ilmiah, (Jember: IAIN Jember Press, 2020)

d. Assess of the stste of the field

After receiving permission, the researcher begins to explore and evaluate the terrain to better understand the context of the research object and all the circumstances that need to be researched, with the aim of helping the researcher easily find data.

e. Prepare research instrument

Having completed this, the researcher will prepare the necessary materials for the research before embarking on the field, in particular by preparing a list of questions for the interviews, by creating observation sheets, notebooks, papers, etc.

2. Stage of fieldwork

After all, preparations are considered mature, and the next step is to carry out research. Activities that will be carried out in this stage include:

a. Data collection

The researcher collects the data with a predetermined schedule. using observation, interview, and document review.

b. Data processing

Processing data from the result of data collection is intended to facilitate data analysis.

c. Data analysis

After all the data has been collected, analyze the entire data set using qualitative analysis techniques by presenting an overview of the

data obtained during the data collection process, the results of the analysis described in the data presentation and study results section.

3. Reporting Stage

After data were conducted and collected from observation, interview, and document review, the data were analyzed using the Miles and Huberman model. It is then described in the report form and consulted with the advisor. The reporting phase is the preparation of research results in the form of a thesis according to the guidelines applicable to State Islamic University KH Achmad Siddiq (UIN KHAS) Jember. After all, this research has been examined and final revision after exam.



BAB IV

FINDING AND DISCUSSION

A. Description of the Research Object

1. A Brief Story of MTsN 2 Jember

Madrasah Tsanawiyah Negeri 2 Jember is a technical implementation unit in the field of education within the ministry of religion which is under and responsible to the head of the regional office of the ministry of religion.

This Madrasah was established based on the decree of the minister of religion of the Republic of Indonesia number 16, March 16, 1978, with the issuance of the decree, officially the Juridical Formal Madrasah which was a change from PGAN Jember was running effectively and its existence was recognized as MTs Negeri 2 Jember.

With a capital of 359 students divided into 9 classes cared for by 1 head master of Madrasah and 13 teachers and 2 employees, based on the letter of the head of the Islamic religious education sector number 61/WTD/1981 dated 15 July 1981 the building where the study was still held together with PGAN Jember.

In the course of time along with the achievements that have been achieved and the public's trust has increased, calamities have befallen one after another, flash floods on January 2, 1999, January 1, 2006, March 19, 2006, several buildings collapsed and were washed away by the swift currents of the river decrepit, several buildings collapsed and washed

away, 4 classrooms, 1 administration room, 1 herbarium, 1 warehouse, 2 madrasah guard houses. In early 2007 received assistance from the local government in the form of construction of a platform along the river behind the area of MTs Negeri 2 Jember.

MTs Negeri 2 Jember received assistance from the state budget for facilities and infrastructure for teaching and learning activities, namely class rooms, science lab rooms, lab. Multimedia, library room, computer room, music and sport room. For the 2007 fiscal year, land was procured for the location in front of MTs Negeri 2 Jember with an area of 1,638 m². In the future, it is planned to build a Mahad (dormitory). The 2008 Fiscal year received a rehabilitation project for 3 classrooms and the construction of 2 new classrooms, the construction of hall room in 2010 with funding from the MTs Negeri 2 Jember committee. The 2011 Fiscal year received a rehabilitation project for 5 classrooms, as well as an increase in the academic field both in quantity and quality.

In facing the 9-year compulsory education as mandated in the 1945 Constitution and all its amendments, MTs Negeri 2 Jember is more self-improving in an effort to improve teacher competence and the ability of administrative staff in the context of implementing the 2006/KTSP curriculum and the 2013 curriculum. In 2011 MTs Negeri 2 Jember following the accreditation carried out by the Madrasah School Accreditation Board (BAN-S/M) obtained a score of 94 grade A.

In its development, MTs Negeri 2 Jember opened the following program:

1. Full Day School (2010/2011 Academic Year)
2. Superior Class Program (2010/2011)
3. Accelerated Class determined based on the Decree of the Head of the Regional of East Java Province No: Kw.13.4/1/PP.00.5/1178/SK/2011 dated November 2011.
4. Full Day School with deepening of English Materials in Collaboration with LBB EFB (2012/2013)
5. Accelerated class (2014/2015 academic year), based on the decree of the head of the Regional Office of the Ministry of Religion of East Java Province Number 410 of 2015, concerning the determination of Madrasah Tsanawiyah and Madrasah Aliyah as Organizer of the Acceleration Program in East Java, MTs Negeri Jember II is still designated as the organizer of the program Acceleration class in East Java and the SK mentioned above as an extension of the previous operational permit. As the organizer of the MTs Negeri 2 Jember Acceleration program using the applicable national curriculum reference, the learning program can be completed within 2 (two) years for students who are capable and apply individually through special presentation of essential material in the applicable curriculum.
6. Semester Credit System (SKS) (2015/2016 academic year) based on the Decree of the Director General of Islamic Education No. 3274 of

2015 concerning the establishment of Madrasah Organizers of the semester credit system (SKS) for the 2014/2015 academic year.

In the context of implementing education with a semester credit system (SKS), technically it refers to the Decree of the Director General of Islamic Education Number 3364 of 2015 concerning technical instruction for implementing a semester credit system in Madrasah.

Based on the Decree of the Director General of Islamic Education Number:DJ.I/590?2012 dated May 23 2012 regarding the Determination of Main Madrasah for One-roof Madrasah Tsanawiyah (MTs-SA) of the Australia Indonesia Basic Education Program (AIBEP), then MTs Negeri 2 Jember was appointed as the parent of Madrasah Fillial (MTs SA Balung – Jember).

2. Profil of Madrasah

a. Madrasah Identity

1. *Name of the Madrasah* : *MTs Negeri 2 Jember*
2. *Madrasah Statistical Number (NSM)* : *121135090002*
3. *National Madrasah Basic Number (NPSN)* : *20581534*
4. *Latitude* : *-8.1556376*
5. *Longitude* : *113.6910167*
6. *Phone Number* : *(0331) 428926*
7. *Email/ Website* : *mtsn2jbr@gmail.com*
8. *Address* : *Jl. Merak No. 11 Slawu*

9. *District* : *Patrang*
10. *Regency/City* : *Jember*
11. *Province* : *East Java*

b. Vision of Madrasah

'The Realization of Generational Islamic Madrasah, Professional, Highly Competitive and Environmentally Insightful'

This vision can be described in the following indicators:

- 1) Develop appreciation and practice of Islamic learning
- 2) Increase the high ability of Students, Teachers and educational staff based on their expertise
- 3) Developing the potential of students through the implementation of Curriculum 13 of the 21st century (Character learning, Literacy learning and Hots)
- 4) Habitually efforts to prevent environmental damage and pollution through a culture of thinking and behaving, as well as getting used to clean living.

c. Mission of Madrasah

- 1) Carry out effective learning and guidance based on Imtaq and Science and Technology
- 2) Developing the potential and personality of Students, Educators, and Educational Staff Optimally
- 3) Growing the spirit of academic and non-academic excellence

- 4) Implementing the Curriculum 13 of the 21th century based on Adiwiyata

Indicators:

The implementation of Madrasah Management Improvement Program Through:

- 1) Students Management Improvement
- 2) 21th century Curriculum Development (PPK, Literacy Learning, 4C, Hots)
- 3) Improving the quality of students, educators, and educational staff.
- 4) Improvement of facilities and Infrastructure towards Madrasah Adiwiyata

d. Objective

- 1) Increase faith and devotion to Allah SWT so that they actively carry out worship and charity
- 2) Creating a learning system that supportst the realization of learning motivation, life skills in the field of foreign language skills and being able to master, using a multi-media system on a computer device.
- 3) Increasing Madrasah residents with knowledge and technology insight (IPTEK) and Iman Taqwa (IMTAQ) in an integrated manner

- 4) Making MTs Negeri 2 Jember an educational institution for the future of Islam and excellence in academic and non-academic achievements

e. The Data of Madrasah

- 1) The Madrasah was Founded in : 1978
- 2) Surface Area : 9.648 m²
- 3) Building Area : 2.822 m²
- 4) Madrasah Operational License : 1978 up to now
- 5) Total Educators and Education Staff : 59
 - a) Teachers : 45
 - b) Educational Staff : 14

B. Research Findings

At this stage, the researcher will provide the data to describe the actual situation of students' enthusiasm in learning public speaking through podcast and the factor of students' enthusiasm in learning public speaking through podcast for students of English club at MTsN 2 Jember. The researcher used three instruments to collect the data. They are, observastion, interview, video and documentary for gathering all information.

In the fisrt step, the researcher come to the class and met with the English teacher. Then, the researcher asked learning module made by the english teacher and observed students' enthusiasm using an observation sheet. The last process is the interview. The researcher asked some questions to get

information about the students' enthusiasm for learning public speaking through podcast.

To know about the students' enthusiasm for learning public speaking through podcast, the researcher conducted class observation using an observation sheet.

1. Students' Eye Contact When Doing Podcast in Learning Public Speaking Skill for students of English Club

The result of observation sheet indicated that the students of English club are Eyes light up frequently and open eyes wide with eyebrow raised. The students stared at the teacher while the teacher explained in front of the class and seemed to open their eyes wide excitement when the teacher played a video through youtube to show an example of simple podcast. It supported by the result of interview with the English teacher, Mr. Shafihan Rosyid, S.Pd said⁷¹:

*"I think the students have high enthusiasm. It can be seen from the way they responded to my explanation, they seemed to be **paying attention**. There were only two students who looked sleepy, they put their heads on the table and often looked down. However, this didn't last long because they returned to paying attention when I showed them the video. The students show a happy and cheerful facial expression. They also enthusiastically raised their hands and answered my questions. Even though initially some of them refused when I asked them to make a podcast but they were enthusiastic when I allowed them to make a podcast outside of class"*

(originally in indonesia language, translated by the researcher)

The result of video carried out by Donal, Izzat and Sabyan

showed that they made good eye contact. When one of them speak, the

⁷¹ Shafihan Rosyid, S.Pd interviewed by Emi Fatmawati, Mtsn 2 Jember,

other focus on looking at him. When they focused on listening, their eyes seemed to narrow. This showed that they are really paying attention. It supported by the picture of podcast video below:



Picture 4.1 Student's eye contact.

From the picture above, we can conclude that when the Student 2 namely Donal, was talking the other students directing their gaze to student 2. It also supported by the result of the Interview with the students namely Donal, he said⁷²:

“I made a lot of eye contact to respect the people who talk with me”

It is also added by Sabyan, he said⁷³:

“I do, I make a lot of eye contact because I want to make a proper public speaking with my audiences”

It also proved by document review, from the result of students' public speaking in lesson plan which analyzed that Students 1, Student 2 and Student 3 often direct their eyes towards the speaker, staring straight with intensity.

Based on the observation sheet, and observed the video, the interview and document review, the eye contact of students'

⁷² Donal, interview toward students of English club, MTsN 2 Jember, 17th march 2023

⁷³ Sabyan, interview toward students of English club, MTs N 2 Jember, 17th march 2023

enthusiasm in learning public speaking through podcast for students of English club at MTsN 2 Jember were: A) Tendency to open eyes wide excitement when talking an interesting topic, B) Tendency to open squint their eyes with a straight gaze toward the speaker to show that they are paying attention.

2. Students' Facial Expression When Doing Podcast in Learning Public Speaking Skill for students of English Club

The result of observation sheet show that students appeared to smile and even laugh when the teacher made a little joke. When the teacher shown an example of simple podcast through video, the students looked surprise and raised their eyebrows which indicted that they are interesting.

The result of observation sheet above were consistent with the lesson plan in document review where the teachet showed a video after presenting the material.

The result of observation sheet also showed that the students seemed to frown, especially on their forehead. Showing a sulky expression when the teacher asked them to practice public speaking. However, when the teacher allowed them to make a podcast outside the classroom using their phones, the students seemed to regain their enthusiasm. The podcast results demonstrate the students' enjoyment and happiness. This is supported by the picture of videos below:



Picture 4.2 Students' facial expression showed smile and laugh

From the picture of video above, the researcher conclude that student 1 appeared to open their mouth showing laughter, while student 2 smiled faintly, and student 3 showed a curve on their cheek indicating a smile. This is also supported by the students' interview results namely Donal, he said⁷⁴:

"I'm smiling if I'm happy, and I'm glum if I'm not very happy."

It is supported by Izzat. He said⁷⁵:

"If I'm happy with the material I'm always enthusiastic, but if I don't like the material I'm usually quiet"

It also add by Sabyan, he said⁷⁶:

"I am smiling and feel excited when the learning material are interested. If I am not happy with the learning, I am not do any reaction. Just silent."

Based on the observation sheet, document review, the interview and video, the facial expression of students' enthusiasm in learning public speaking through podcast for students of English club at MTsN 2 Jember were: A) Having varied facial expression, B) Tendency to

⁷⁴ Donal, interview toward students of English club, MTsN 2 Jember, 17th march 2023

⁷⁵ Izzat, interview toward students of English club, MTsN 2 Jember, 17th march 2023

⁷⁶ Sabyan, interview toward students of English club, MTsN 2 Jember, 17th march 2023

open their mouths to laughter when making a joke, C) Showing a curve on their cheeks to smile when talked about fun things, D) Frowning when thinking

3. Students' Gesture When Doing Podcast in Learning Public Speaking Skill for students of English Club

The result of observation sheet showed that the students raised their hands when the teacher asked about who ever watch podcast. This is in accordance with the lesson plan in the document review where, after delivering the material and before showing a simple podcast example, the teacher asks several questions. It supported by following dialogue:

Teacher : who ever watch podcast before?

Student 2 : I am Mr..

Student 3 : Me Mr..

Teacher : What Podcast do you ever watch?

Student 2: Deddy Corbuzier..

Student 3: Rintik Sedu

The result of video showed that when practice Public Speaking the students often move their hands naturally. Sometimes, the students also pointing and demonstrated something through their hands. This is proved by the picture of video below:



Picture 4.3 Students' gesture was pointing



Picture 4.4 Students' gesture was demonstrating number 3

It also supported by the table of gesture below:

Table 4.1
Result of Gesture through the video

Dimension of Enthusiasm	Time	Student	Students' Gesture
Gesture	00.00-1-00 minute	S3	The student opened the podcast by inviting their friend to introduce themselves by gesturing towards the opponent.
		S1	The student pointed to S2 to introducing themselves
		S2	Introducing himself by pointing to himself
		S3	Describing the school by moving both hands.
		S2	Asking a question by moving the hand
		S2	Demonstrating his hands as if someone is writing
	01.00-02.00 Minute	S1	Moving the hand down 1-3 times and pointing the index finger towards S3
		S3	Expressing rejection by raising both hands and shaking the index finger to the right and left several times.
		S1	Defending an opinion by pointing to S3
	02.00-03.00 minute	S2	Thinking while holding the chin and touching the lips.
S3		Describing journalism by moving hands	
S1		Disagreeing with the opinion by pointing to	

		S3
	S3	Rejecting the S2's argument by pointing and leaning forward
	S1	Defending the objection by pointing to S3
03.00-04.00 minute	S3	Telling an experience in journalism while gesturing with hands.
	S2	Moving his hand to point S3 and himself when saying "we were both .." and recounting their experiences while actively moving his hands.
	S2	Describing his opinion about journalism by gesturing with his hands.
04.00-05.00 minute	S1	Describing his opinion about journalism by gesturing with his hands.
	S3	Giving a question about their class by gesturing with his hands.
	S1	Explained his opinion about their class by gesturing with his hands
	S2	Explained his opinion about their class by gesturing with his hands
05.00-06.00 minute	S2	Laughing while scratching the head with the hand
	S2	Telling an experience by actively moving hands
	S1	Asking while moving hands repeatedly.
06.00-07.00 minute	S2	Telling a story about a relationship while moving hands.
	S3	Asking about the difference between the regular class and the current class while pointing to S2
07.00-08.00 minute	S2	Telling his experience of being bullied in a regular class by moving his hand
	S3	Telling his experience of being body shamed while moving his hand
08.00-09.00 minute	S2	Demonstrating the number two by raising the index and middle fingers to form a "piece" sign
	S2	Demonstrating the number three by raising the index, middle and ring fingers.
09.00-	S1	Asking a question to S3 by pointing at him.

10.00 minute		
	S3	Refusing to answer by moving 5 fingers to the right and left as a sign of refusal
	S2	Close the podcast by waving their hands right and left while saying <i>“bye..bye”</i>

Based on the result of video above, when the students made a podcast interview, student 1 namely Sabyan, seemed to lip the lower bit, drunk a water from his bottle and often to move a hand. Students 2 namely Donal, he always smile and sometimes nodding and shaking his head. While, student 3 namely izzat, he often smile and move his hand when talking with his friends. It can be seen from the result of interview with student namely Izzat, he said⁷⁷:

“I always smile during the podcast”.

It also supported by the result of interview with student namely Donal, he said⁷⁸:

“occasionally move my head by nodding or shaking my head, and also tilt my head to focus”

It also added by Sabyan, he said⁷⁹:

“Hehe sometime I bit my lower lip because of I’m nervous miss. But sometimes I smile and laugh”

Based on the observation sheet, document review, video and interview, the gesture of students’ enthusiasm in learning public speaking through podcast for students of English club at MTsN 2

⁷⁷ Izzat, interview toward students of English club, MTsN 2 Jember, 17th march 2023

⁷⁸ Donal, interview toward students of English club, MTsN 2 Jember, 17th march 2023

⁷⁹ Sabyan, interview toward students of English club, MTsN 2 Jember, 17th march 2023

Jember were : A) Frequently move their hand when talking to show natural movement, B) Frequently point and demonstrate something,

4. Students' Word Selection When Doing Podcast in Learning Public Speaking Skill for students of English Club

Based on the observation when the students made a podcast, the researcher found that the students talk a lot. Even though, the students didn't one hundred percent speak in English but, they highly descriptive in explained a thing and also used many adjective. It can be seen from the transcript of the video below:

Tabel 4.2
Transcript of Video

Student 3	Assalamualaikum warahmatullahi wabarakatuh. Hi guys, welcome to our podcast. Here I am gonna talk about school. What's your name ?
Student 1	Sabyan Maulana Wicaksono and what his name?
Student 2	I am Donal, we are from the Eighty.
Student 1	What's topic we are gonna talk about?
Student 3	we are gonna talk about school, what do you think about school?
Student 1	I think school is a place for us to study and playing. What about you, what do you think about school?
Student 3	School is the best that we get many knowledge.
Student 2	But why we are get a lot people here, why we are gwt a lot of students in this school, like Adam hahaha. Like Adam and like play a lots.
Student 3	What's ?
Student 2	I mean like writing on the table, what do you think about that?
Student 3	I think it is very very ...
Student 1	I think it is very very normal
Student 3	Normal ?
Student 1	Yeah, normal bro
Student 3	It is not normal bro
Student 1	It is normal bro, masa remaja bro
Student 3	Masa remaja .. It is not normal!

Student 1	You too, you write on the table. I..I remember that. (he was laughing)
Student 3	No no
Student 2	Yeah, teenager
Student 3	Teenager, and what do you think about school?
Student 2	I think a place for us to get some knowledge and get some friends too, and in friends too, get some knowledge too
Student 1	What is unforgettable moment in school for you?
Student 2	I think there are a lot of unforgettable moments, like ...
Student 1	What is the moment?
Student 2	Like playing with you guys and maybe talking. Hmm.. Yeah, talking with a lot of people
Student 1	and you izzat?
Student 3	My unforgettable moment is I join jurnalistic extra and I get a lot friends
Student 1	You lie! You say jurnalistic sad
Student 3	No no, It is fact guys
Student 1	You said jurnalistic is sad. I remember..remember that (he was laughing)
Student 2	You know that Mr. Dwi
Student 3	Mr dwi ?
Student 2	The moment by Mr. Dwi whose getting us..
Student 3	oh yes
Student 1	Aku tidak ikut-ikut
Student 3	hmmm we have reporting class, udah selesai disuruh ngedit and we meet pak dwi
Student 1	What's up? I don't remember that
Student 2	No.. when we were both like editing video, suddenly pak dwi came, just came to us and then said "what are you doing here?" It is like, his face was scary.
Student 1	What you guys answer?
Student 2	I think we answer hmm "we are editing" and then he said that we have to go back to the class
Student 3	and editing in the class
Student 2	yeah, editing in the class
Student 1	What do you say about journalist?
Student 2	Well, I think is good extracurricular for us to increase our video grafis skill. And talking skill, and ...
Student 3	Photo grafis school
Student 2	Yes, photo grafis skill, they are important.
Student 3	What do you think about journalist?
Student 1	I think journalist is very good activity but I want to out from jurnalistic and join jazz
Student 3	Owh why ?
Student 1	Because jurnalistic is tired for me and boring

Student 2	Yes, sometimes I feel bored too
Student 3	So, what do you think about our class eight E?
Student 1	Hmmmm
Student 3	Jelaskan sejujur-jujurnya
Student 1	Sejujurmya, kayaknya kelas paling berisik. The most noisy class in the school
Student 3	There is Elman, Rendra, Iqbal
Student 2	What about the regular one ?
Student 3	Owh.. I don't know
Student 1	It is racist bro
Student 2&3	No Its not racist
Student 3	It is fanksy that regular is more racist...
Student 1	Bro Its on youtube bro, this is on youtube
Student 2	Its okay, we will get a lot cut by miss emi
Student 1	Why do you join English full day, you are regular, rught?
Student 3	Hahaha
Student 2	I really like regular eight, the noisy one, what is nakal?
Student 1	Naughty?
Student 2	Yeah, I don't like the naughty students and there are a lot of naughty students. That's why I join fullday.
Student 1	But someone in your class said that you like some of them. kamu suka 5 cewek disana katanya
Student 3	Wouw
Student 2	It's the girls not the boys. There are a lot the naughty boys
Student 1	Do you confess for many girls?
Student 2	I..I never confess to any girls, I can't even talk really to them
Student 1	Why?
Student 2	I don't practice talk a lot, I mean, I don't talk to them
Student 1	now for ijat, ijat ask
Student 3	No
Student 2	Yes, he has someone
Student 3	No no, just skip. What when you are join fullday class, what the differents?
Student 2	There are a lot the difference. I don't get bullied a lot
Student 1	What ? you get bullied ? you get bullied from the regular?
Student 2	Yes, you don't know my regular class is very very.. you know Arjuna
Student 3	Yes, I know Arjuna
Student 2	He bullied me a lots
Student 3	Why ? because name Donal?
Student 2	No, I think because I was hmmm because I am not strong
Student 1	I never get bullied, I think Ijat
Student 3	Yes, off course. Because I am short and I get bullied.

Student 2	Even if you are short, you have a lot of girl friends
Student 1	You have a girl friend?
Student 2	No.. I never
Student 1	Never?
Student 2	Well, only one
Student 1	How long the relationship is? (student 2 lift 3 fingers up)
Student 1	Three months?
Student 2	Three days
Student 1	Owh how? Why she decide to broke up with you?
Student 2	Hmm I don't know maybe...
Student 1	She bored?
Student 2	Well, not a girl sometimes like boys only because of interested
Student 1	Penasaran?
Student 2	Yes, penasaran, not really like
Student 1	But you have gebetan now?
Student 2	Not really, Not I think
Student 1	Change to Ijat, do you have a girl friend?
Student 3	No no no
Student 1	aah you have to answer it.
Student 3	skip skip, no
Student 2	He has a girl, right?
Student 3	Owh yeah, do you have a girl friend?
Student 1	No no, I don't have a girl friend. Eh do you have a girl friend? You have to answer
Student 3	No no, what is your hobbies?
Student 1	No don't change the topic. You have a girl friend or not? (he was laughing)
Student 3	I ... I ... I
Student 1	What is my hobbies, playing batminton
Student 3	Ah. That's good.
Student 1	What is your hobby?
Student 3	Basketball with Donal
Student 1	Katanya kalian ikut les-lesan
Student 3	Yes, garuda
Student 1	What is the payment. How much?
Student 2	Not expensive, only one hundred fifty thousand
Student 2	Well, I think that's our podcast for today. See you on the next one
Student 1&3	Bye bye

From the transcript of video above, the researcher can conclude that the students talk about school, experience, relationship and the

hobbies. They can describe about school, experience, and their hobbies with a good sentences. The researcher also conclude that student 1 and student 3 occasionally used Indonesian language when they do not remember about the verb,noun, or adjective.

It also supported by the result of interview with the student namely Donal, he said:

“I talk a lot”

It added by Izzat, he said:

“I always talk a lot when practicing public speaking, because that can make our public speaking skill improve”

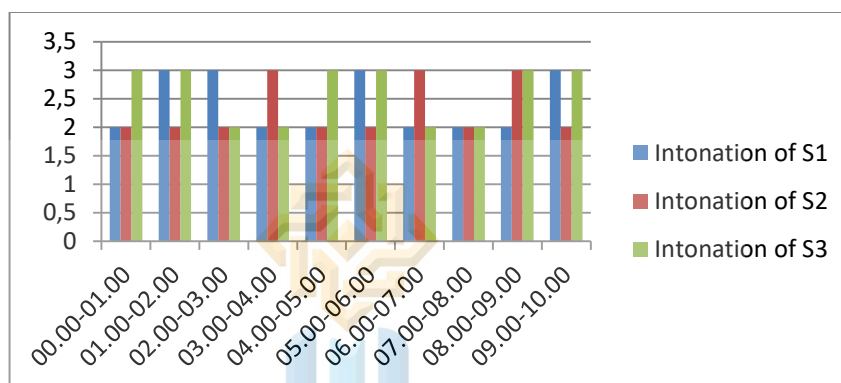
Based on the observation, trancript of video, and interview with students word selection of students’ enthusiasm in learning public speaking through podcast for students of English club at MTsN 2 Jember was: Talking a lot with highly descriptive words and used many adjectives.

5. Students’ Vocal Delivery When Doing Podcast in Learning Public Speaking Skill for students of English Club

From the result of observation sheet showed that even though the students were not actively asking questions but the students appeared enthusiastic in answering the teacher's questions. Similarly, the students chosen to practice public speaking with the teacher were able to respond with a loud and clear voice.

From the video, the researcher found that the students have a pleasant variation of pitch. The students will increase the intonation

and volume of the voice when they are surprised or refute the statement of the person they are talking. Apart from that, they spoke with excited speech and good articulation. It can be seen from the diagram below:



Picture 4.5 diagram of Students' Intonation

From the diagram above, it can be concluded that the average intonation of the students is at the level of 2, which indicates normal meaning. Students only raised their intonation a few times, occurring when they were surprised, disagreed, or rejected an opinion. It is supported by the result of interview with student namely Sabyan:

"I speak very very fluently"

It also added by Donal, he said:

"hmm, I speak fluently"

From the observation sheet, the video and the result of interview with students, vocal delivery of students' enthusiasm in learning public speaking through podcast for students of English club

at MTsN 2 Jember was: Increasing the intonation and volume of the voice when they are surprised

Tabel 4.3
Tabel of research findings

Research Focus	Research Findings
Students' eye contact when doing podcast in learning public speaking skill for students of English club	Students' eye contact when doing podcast in learning public speaking skill for students of English club were: <ol style="list-style-type: none"> 1. Tendency to open eyes wide excitement when talking an interesting topic. 2. Tendency to open squint their eyes with a straight gaze toward the speaker to show that they are paying attention.
Students' facial expression when doing podcast in learning public speaking skill for students of English club	Students' facial expression when doing podcast in learning public speaking skill for students of English club were: <ol style="list-style-type: none"> 1. Having varied facial expression 2. Tendency to open their mouths to laughter when making a joke. 3. Showing a curve on their cheeks to smile when talking about fun things 4. Frowning when thinking
Students' gesture when doing podcast in learning public speaking skill for students of English club	Students' gesture when doing podcast in learning public speaking skill for students of English club were: <ol style="list-style-type: none"> 1. Frequently move their hand when talking to show natural movement. 2. Frequently point and demonstrate something.
Students' word selection when doing podcast in learning public speaking skill for students of English club were:	Students' word selection when doing podcast in learning public speaking skill for students of English club was: <ul style="list-style-type: none"> - Talking a lot with highly descriptive words and used many adjectives.
Students' vocal delivery when doing podcast in learning public speaking skill for students of English club	Students' vocal delivery when doing podcast in learning public speaking skill for students of English club was: <ul style="list-style-type: none"> - Increasing the intonation and

	volume of the voice when the students are surprised
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C. Discussion

The main researcher's objective of this study was to explore students' enthusiasm for learning public speaking through podcasts for students of the english club at MTsN 2 Jember. The researcher formulated two research questions: the students' enthusiasm and the factor of the students' enthusiasm. The researcher gives further interpretation and discussion as follows:

1. Students' Eye Contact When Doing Podcast in Learning Public Speaking Skill for Students of English club at MTsN 2 Jember

Eye contact is a form of verbal communication where both eyes look at each other, directed towards the speaker. Eye contact that shows high enthusiasm is marked by a direct gaze towards the speaker with squinting eyelids, indicating that they appreciate and are listening to the speaker's conversation. This is shown throughout the duration of the video, where the three of them take turns looking at the speaker. Thus, S1, S2, and S3 show their eyes often lighting up. Additionally, eye contact with widened eyelids at minute ... In the video, it shows that S3 was surprised and contradicted S1's statement. Eye contact in this form is still considered enthusiastic because it means S1, S2, and S3 understand and comprehend what they are discussing, thus they are entitled to provide defense or objection based on their desire. The third form of eye contact is squinting eyelids, almost closed, accompanied by laughter. Eye contact like this

indicates happiness and cheerfulness. This is also in line with what Sanders (1985:41) stated that eyes need to light up frequently. Sometimes open eyes wide with eyebrow raised.

2. Students' Facial Expression When Doing Podcast in Learning Public Speaking Skill for Students of English club at MTsN 2 Jember

Facial expressions are facial movements that convey a person's expressions and emotions. In this study, the researchers found several facial expressions shown by students, including warm smiles, laughter with raised eyebrows, furrowed brows, and appearing interested. According to David (2013), facial expressions include smiling, frowning, rolling eyes, making eye contact, snorting, and appearing bored or interested. Meanwhile, according to Collins (1976:14), facial expressions include smiles, furrowed brows, grimaces, frowns, squinting, or wrinkling the forehead or nose.

Throughout the video, the students displayed significant changes in expression. First, the students showed facial expressions with slight smiles; this happened when S3 opened the podcast with a smile, while S1 and S2 also gave warm smiles. Additionally, these smiles were the facial expressions most frequently shown throughout the duration of the video. Thus, the researchers concluded that the students experienced happiness while learning public speaking through podcasts. Secondly, the students showed facial expressions of laughter with raised eyebrows, which occurred when they talked about their funny experiences at school.

Thirdly, the students frowned when thinking. Fourth, the students seemed interested in each other's conversations and questions. The researchers concluded that the significant change in facial expression indicates enthusiasm.

3. Students' Gesture When Doing Podcast in Learning Public Speaking Skill for Students of English club at MTsN 2 Jember

A gesture is non-verbal communication that conveys certain messages through hand movements. Meanwhile, according to Iverson & Thal, movement is defined as an action used with the intention to communicate and is usually expressed using fingers, hands, and arms. Based on the research results related to gestures in public speaking, the researchers concluded that students demonstrated enthusiasm through active hand movements throughout the video. The researchers also identified several gestures observed in the podcast. First, when speaking, explaining, asking questions, answering, or even disagreeing, students tend to actively move their hands. The movement appears to be a form of reflex or natural movement while speaking. McNeill (1992) considers hand movements as a component of the most natural form of communication known to humans in their face-to-face conversations. Second, pointing gesture: students point at each other several times, such as when introducing their friends; they will point at their friends. Even when introducing themselves, students seem to point at themselves. This pointing also occurs when asking questions, making refusals, or defending

themselves by pointing at the interlocutor. Ekman & Friesen classify pointing gestures as illustrative gestures, which are message gestures: pointers ("index finger"), pictographs, which are symbolic images of pictures ("size and configure this"), kinetographs—body movements; "bit" gestures (gestures "continue"), and ideographs, which are distinctive hand movements that connect imaginary objects. third, demonstrating something. like when S2 says *"like... writing on the table"* while moving their hand as if writing. when S2 says *"two"* then two fingers in a V shape, also when S1 & S3 say *"goodbye"* while waving their hands right-left. Movements like this are categorized as emblem gestures according to Ekman & Friesen, where emblem gestures are substitutes for words or phrases in communication. For example, hands clasped together like a handshake at chest level means, in many cases, it can mean *"hello,"* and raised above the head can mean *"goodbye."* Based on the explanation above, researchers then interpret gestures as non-verbal communication that not only conveys certain messages but also reinforces speech with hand movements such as pointing and demonstrating something to help the audience understand.

4. Students' Word Selection When Doing Podcast in Learning Public Speaking Skill for Students of English club at MTsN 2 Jember

Margulus & Ahn described that word selection used colorful, highly descriptive words that describe the word choice use colorful and highly descriptive words to communicate your ideas clearly and vividly⁸⁰.

According to the research results, students talk a lot, and although not perfectly, they can describe several topics clearly, such as explaining the meaning of school, recounting experiences at school, explaining opinions about the journalism extracurricular, and telling about someone they like. Meanwhile, Collin describes that the combination of words not only conveys content but also the tone of feelings and enthusiasm⁸¹. In general, verbs, descriptive phrases, adjectives, positively stated combinations, a wide variety, clarity of expression, and the use of metaphors and similes greatly contribute to the delivery of enthusiastic content.

5. Students' Vocal Delivery When Doing Podcast in Learning Public Speaking Skill for Students of English club at MTsN 2 Jember

Collin states that vocal delivery refers to the pitch, speed, tempo, rhythm, volume, articulation, and tone of verbal presentation. Tone refers to how high or low the speaker's voice is.⁸² In this dimension, the

⁸⁰ Margulus, Lisabhet. Ahn, Jacquelyn., *Performance Appraisals Made Easy, Tools for evaluating Teacher and Support Staff*. California, 2005, P. 36.

⁸¹ Collins, *The Effects of Training for Enthusiasm on the Enthusiasm Displayed by Preservice Elementary Teachers*, Lemoyne Heights Syracuse, New York, 1976, P. 14

⁸² Collins, *The Effects of Training for Enthusiasm on the Enthusiasm Displayed by Preservice Elementary Teachers*, Lemoyne Heights Syracuse, New York, 1976, P. 14

researcher focuses on the intonation of the voice that can be seen through video podcasts to determine the pitch of the students' vocal delivery. Researchers found that students exhibited different voice intonations. In the first minute, S3 showed a high voice when opening the podcast, indicating enthusiasm. Meanwhile, in the following minutes, the student raised their voice at certain moments, namely when the students surprised with the question or topic, when contradicting, rejecting, or defending an argument. In addition, students use a normal voice to describe their opinions or recount their experiences.

Thus, the researchers concluded that the students' vocal delivery shows varying tones with different meanings. As the idea that voice can persuade, several vocal expressions of different emotions have been linked to listener perception.⁸³



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⁸³ Wang, Z, Yang, X, Understanding Backers ' Funding Intention in reward crowdfunding: An Elaboration Likelihood Perspective, *Technology and Society*, 2019, Vol. 58, 101149.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter composes about conclusion and suggestion of this research

A. Conclusion

1. The students' eye contact when doing podcast for learning public speaking for students of English Club at MTsN 2 Jember were : (1) Tendency to open eyes wide excitement when talking an interesting topic, (2) Tendency to open squint their eyes with a straight gaze toward the speaker to showed paying attention.
2. The students' facial expression when doing podcast for learning public speaking for students of English Club at MTsN 2 Jember were : (1) Having varied facial expression, (2) Tendency open their mouth to laughter when making a joke, (3) Showing a curve on their cheeks to smile when talking about fun things, (4) Frowning when thinking
3. The students' gesture when doing podcast for learning public speaking for students of English Club at MTsN 2 Jember were : (1) Frequently move their hand when talking to show natural movement, (2) Frequently Point and demonstrate something.
4. The students' word selection when doing podcast for learning public speaking for students of English Club at MTsN 2 Jember was : Talking a lot with highly descriptive

5. The students' vocal delivery when doing podcast for learning public speaking for students of English Club at MTsN 2 Jember was : Increasing the intonation and volume of the voice when the students are surprised.

B. Suggestion

Based on the findings of the research, the researcher would like to propose the following suggestion:

1. The researcher realizes that the study, however, has not been satisfactory yet. the researcher hopes that other researchers would continue this study to find other aspects of students' enthusiasm in learning English.
2. For students who are studying in any department, especially to students studying in the English department, the students must be enthusiasm in learning while you are young, do not give up and be thankful for what us get even though it is not our desire completely and believe all of it surely in the goodness of Allah, arouse enthusiasm for learning and arouse our enthusiasm.

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Appendix 1**DECLARATION OF AUTHENTICITY**

The Undersigned Below:

Name : Emi Fatmawati
SRN : T20196008
Major : English Education Program
Faculty : Education and Teacher Training

Stated that in the thesis entitled “Exploring Students’ Enthusiasm in Learning Public Speaking Through Podcast for Students of English Club at MTsN 2 Jember”, there are no elements of plagiarism of research works or scientific works that have been done or made by others, except those that are written quoted in this manuscript and mentioned in the source citation and bibliography.

If, in the future, the result of this research prove that there are elements of plagiarism and claims from other parties, then I am willing to be processed following applicable laws and regulations.

Then, I made this statement actually and without coercion from anyone.

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Jember, 5th December 2024
J E M B E



Emi Fatmawati
SRN. T20196008

Appendix 2

Matrix of Research

TITLE	VARIABLE	INDICATORS	SOURCE OF DATA	RESEARCH METHODE	RESEARCH QUESTION
Exploring Students' Enthusiasm in Learning Public Speaking Through Podcast for Students of English Club	1. Students' Enthusiasm 2. Public Speaking Skill 2. Podcast	1. Definition of Enthusiasm 2. The Eight Dimensions of Enthusiasm Awareness 3. Definition of public speaking skill 4. Type of public speaking 5. Definition of podcast 6. Type of podcast 7. Advantages and disadvantages of podcast	1. Primary data a. Students of English Club of MTsN 2 Jember b. The English teacher of MTsN 2 Jember 2. Secondary data a. Documentation b. Literature	1. Research approach Qualitative Research 2. Data collection a. Observation b. Interview c. Document Review 3. Data analysis a. Data reduction b. Data display c. Final drawing 4. Validity data a. Triangulation source b. Triangulation tehnik	1. How is the students' enthusiasm in learning public speaking skill through podcast for students of English Club at MTsN 2 Jember ? 2. How is the factor of students' enthusiasm in learning public speaking skill through podcast for students of English Club at MTsN 2 Jember ?

Appendix 3

Research Instrument

A. Observation Instrument

1. Observation Sheet regarding the eight dimension of enthusiasm to research students' enthusiasm during classroom learning
2. Observe students' video result to understand students' enthusiasm in learning public speaking through podcast

B. Interview Instrument

a. Interview guide for teacher

1. According to mr, which one is more importance between, speaking, writing, and listening ?
2. What planning or lessons plans are usually used in teaching English Club ?
3. For the material used, does it have its own curriculum or does it follow the applicable curriculum ?
4. How is the steps of teaching public speaking skill through podcast?
5. How enthusiastic are students when learning in class ?
6. How enthusiastic are the students when practicing public speaking through podcast ?
7. According Mr, what are the factors that make students enthusiastic when practicing public speaking through podcast ?

b. Interview guide for student

1. How do you feel when you practice public speaking through podcast ?
2. Do you make a good eye contact during the podcast ?
3. What would your reaction be if you are happy with the learning material, are you smiling, etc.? If you're not very happy, what do you do?
4. What gesture do you show when you are enthusiastic when learning public speaking using podcasts?
5. How do your body movements when you are assigned to come to the front of the class to practice public speaking, especially when you practice your public speaking through podcast ?
6. Do you talk a lot when practicing public speaking using podcasts at the English Club, or can you only say a few words?
7. When practicing public speaking using a podcast, do you speak fluently or with difficulty?
8. Do you respond quickly to praise, motivation or clarification? Or vice versa.
9. Do you have the energy in learning public speaking or vice versa?
10. Do you think you have high enthusiasm for Public Speaking in the English Club?
11. In your opinion, what factors that make you Enthusias in this learning public speaking through podcast ?

C. Document Review Instrument

1. The history of MTsN 2 Jember
2. Lesson Plan
3. Syllabus



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Appendix 4

OBSERVATION CHECKLIST

Teachers Name : Muhammad Shafihan Rosyid, S.Pd

Class : English Club

Date : Friday, 10th March 2023

NO	DIMENSION OF ENTHUSIASM	DESCRIPTION			NOTED
			YES	NO	
1	Eye Contact	Eyes light up frequently	√		The students stared at the teacher while the teacher explained in front of the class. The students seemed to open their eyes wide excitement when the teacher played a video
		Open eyes wide with eyebrow raised	√		
2	Facial Expression	Smilles	√		The students appeared to smile and even laugh when the teacher made a little joke.
		Frowns	√		
		Winces	√		The students seemed to frown, especially on their foreheads, showing a sulky expression when the teacher asked them to practice public speaking.
		Grimaces		×	
		Squinting		×	

		Wrinkling one's forehead or nose	√		
3	Gesture	Movement of the hands	√		When the teacher asked “who has ever watched a podcast”, some students raised their hands.
		Movement of the head	√		
		Signalling, pointing, shaping, describing, or controlling things in the environment.		×	
4	Body Movement	Frequently move from one spot		×	Students do not move from one place to another except, the students who is asked to come forward by the teacher.
		Rapid, energetic and natural movements	√		
5	Word Selection	Communicated content with feeling tones and enthusiasm	√		The students who is practicing in front of class with the teacher, answer the question with enthusiast and clarity of exprssion,
		Great variety of	√		

		words, phrase, and adjective			
		Clarity of expression	√		
6	Vocal Delivery	Good volume and articulation	√		The students answer the teacher question with a good volume.
		Higher rate of speaking	√		
7	Acceptance the Idea and Feeling	Many variations in response	√		The students often nod their heads when the teacher explained
		Vigorous nodding of head when agreeing	√		
8	Energy Level	Show vitality	√		Students seemed enthusiastic when watching a video and were asked to create a podcast outside of class.
		Appear of fun	√		

Appendix 5

INTERVIEW

a. Transcript of Interview with a Teacher

Name of English Club Teacher : Muhammad Shafihan Rosyid, S.Pd

Date : 31st March 2023

Researcher :	According to mr, which one is more importance between, speaking, writing, and listening ?
Teacher :	Actually 4 skills in Englis are important and should be mastered as much as possible. However, an important goal of learning English is that students can communicate using English. So, I focus on student's speaking skill. I always try to be innovative to provoke students to actively speak, and be confident to speak. Because this school is a literacy school that supports digital progress. Of course, this innovation must be based on digital technology that is suitable for students.
Researcher :	What planning or lessons plans are usually used in teaching English Club ?
Teacher :	Spontaneous. If teach an English Club, I don't used a lesson plan, because it does not follow the curriculum created by the government. This is different from teaching English in English subject classes. I am usually spontaneous.
Researcher :	For the material used, does it have its own curriculum or does it follow the applicable curriculum ?
Teacher :	There is no specific curriculum. But usually we are required to report students progress once a month. My objective learning in English club are speech and olympics. So for the material, I usually take it from books written by myself or browsing on the internet. For the olympics, I usually give questions and grammar for my book. Meanwhile, for speaking, I usually give them speech text sheet to memorize and practice. And for this learning, because this is training students' public speaking which will produce a project in the form of a simple video. So, the first I did is I trained their speaking in the class with the dialogues in my book. Meanwhile, I searched for the meaning of public speaking and the exmple of simple podcast in youtube.
Researcher :	How is the steps of teaching public speaking skill through podcast?
Teacher :	The first thing I did is of course greet the students, ask how they are doing?, provide an ice breaking, briefly explain the material that will be presented and do an apperception. For the main activity, I show a power point, explain it by occasionally asking

	questions so that they stay focused on my explanation, provide examples by showing videos, and one student to do practice, give assignments and evaluate the student's work.
Researcher :	How enthusiastic are students when learning in class ?
Teacher :	I think the students have high enthusiasm. It can be seen from the way they responded to my explanation, they seemed to be paying attention. There were only two students who looked sleepy, they put their heads on the table and often looked down. However, this didn't last long because they returned to paying attention when I showed them the video. The students show a happy and cheerful facial expression. They also enthusiastically raised their hands and answered my questions. Even though initially some of them refused when I asked them to make a podcast but they were enthusiastic when I allowed them to make a podcast outside of class.
Researcher :	How enthusiastic are the students when practicing public speaking through podcast ?
Teacher :	Actually, many students felt hesitant and refused when I asked them to make a podcast. However, when I asked them to make a video outside of class, they seemed to run enthusiastically. Looking at the video results, the students were quite enthusiastic, managing to create a 10-minute video naturally with minimal preparation.
Researcher :	According Mr, what are the factors that make students enthusiastic when practicing public speaking through podcast ?
Teacher :	If look at from the results of the video, which is quite good with very short preparation and appears to run naturally, it can be concluded that the factor behind their enthusiasm is their ability to manage their ideas so that they become interesting topics to discuss.

b. Transcript of Interview with students

Name of the Madrasah : MTsN 2 Jember

Address : Patrang, Jember

Date : 17th March 2023

Place : Outside of Class of English Club

Name of the Students : Donal, Sabyan and Izzat

Researcher	Assalamu'alaikum wr wb
Donal, Izzat,	Waalai kumsalam wr wb

Sabyan	
Researcher	Well students, miss emi would like to ask this group, but I will ask you one by one about your enthusiasm during the learning public speaking through podcast based on your result of video. I will start from donal. Ok donal, how do you feel when you practice public speaking through podcast ?
Donal	I feel happy
Researcher	Based on your video, you seemed to smile a lot. From the beginning to the end of video you always give a smile. So, why did you feel happy donal ?
Donal	I feel happy because I like to talk a lot.
Researcher	So how about you izzat, how do you feel when you practice public speaking through podcast ?
Izzat	I feel happy too miss
Researcher	Izzat, the result of video show that you don't give a lot of meaningful expression. You tend to smile when you throwing and answering question. Are you really feel happy izzat ?, and what make you happy?
Izzat	Yes miss. I really feel happy because I usually made a podcast with other friend during the empty hours or during breaks.
Researcher	How about you sabyan, how do you feel when you practice public speaking through podcast ?
Sabyan	I was nervous at the first, but then I enjoyed it.
Researcher	You seemed to be really nervous on your video sabyan. At the beginning of the video, you are seen drinking several times. What make you nervous and how do you get rid of the nervous feeling?
Sabyan	Probably out of shame so, I'm nervous. Drinking is my way of relieving nervous miss. Hehehe
Researcher	From the video that I has watched. When one of you speak, the other stares at the one who talking, so I think you've done all good eye contact, isn't right?.
Donal, izzat, sabyan	Yes miss.
Researcher	Ok from donal, what make you did good eye contact ?
Donal	I made a lot of eye contact to respect the people who talk with me
Researcher	How about you izzat ?
Izzat	Yes, because our teachers always teach us to make eye contact when talking to the person we are talking to
Researcher	And how about you sabyan?
Sabyan	I do I make a lot of eye contact because I want to make a proper public speaking with my audiences

Researcher	That's good guys. I am proud of you. Next question from sabyan, What would your reaction be if you are happy with the learning material, are you smiling, etc.? If you're not very happy, what do you do?
Sabyan	If I'm happy with the material I'm always enthusiastic, but if I don't like the material I'm usually quiet
Researcher	How about you izzat ?
Izzat	I am excited to talk, I am smile and laugh when I am happy with the material.
Researcher	And how about you donal ?
Donal	I'm smiling if I'm happy, and I'm glum if I'm not very happy
Researcher	From izat, What gesture do you show when you are enthusiastic when learning public speaking using podcasts?
Izzat	I always smile during the podcast.
Researcher	How about you sabyan ? from the video I watched you bit your lower lip.
Sabyan	Hehe sometime I bit my lower lip because of I'm nervous miss. But sometimes I smile and laugh.
Researcher	So how about you donal ?
Donal	occasionally move my head by nodding or shaking my head, and also tilt my head to focus.
Researcher	How do your body movements when you are assigned to come to the front of the class to practice public speaking, especially when you practice your public speaking through podcast ?
Donal	just relax and enjoy the podcast by moving my hand when talking
Researcher	How about you izzat ?
Izzat	I always raise my hand when I'm enthusiastic with the topic we talk about.
Researcher	And how about you sabyan ?
Sabyan	I like moving my hand while talking
Researcher	Ok donal, Do you talk a lot when practicing public speaking using podcasts at the English Club, or can you only say a few words?
Donal	I talk a lot
Researcher	How about you Sabyan ?
Sabyan	hmmm probably both depends on what the topics are
Researcher	And how about you Izzat ?
Izzat	I always talk a lot when practicing public speaking, because that can make our public speaking skill improve
Researcher	So I can conclude that both of you are talk a lot. It also based on duration of your video which showed longer than the other. Next question from izat, When practicing public speaking using a podcast, do you speak fluently or with

	difficulty?
Izzat	Sometimes fluent, sometimes difficult. It depends on the topic being discussed
Researcher	So how about you sabyan?
Sabyan	I speak very very fluently
Researcher	Are you serious sabyan ?, if you speak fluently, based on your video why there are some part you used Indonesian language?
Sabyan	Haha, yeach it because I confuse, and forget the english miss.
Researcher	It's okay sabyan. I know you did it well, from your video, you always try to speak English. That's good sabyan. How about you Donal ?
Donal	hmm, I speak fluently
Research	I like the way you talk donal. You seemed like native speaker. Ok Donal, Do you respond quickly to praise, motivation or clarification? Or vice versa.
Donal	yes, I respond it quickly
Researcher	How about you sabyan ?
Sabyan	yes I responded it very fast
Researcher	And how about you izzat ?
Izzat	I respond quickly and I usually say thank you to the person I'm talking to when they praise me or give me motivation
Researcher	Sabyan, Do you have the energy in learning public speaking or vice versa?
Sabyan	I don't have high energy but I enjoy doing it
Researcher	How about you Donal ?
Donal	Yes, I have high energy
Researcher	And how about you Izzat ?
Izzat	Yes, because I like learning about public speaking and public speaking is very interesting
Researcher	From izzat, Do you think you have high enthusiasm for Public Speaking in the English Club?
Izzat	Of course because I want to develop my public speaking skills
Researcher	How about you Donal ?
Donal	yes, I always interested when the teacher asked to speech.
Researcher	How about you sabyan ?
Sabyan	I don't have any interest in public speaking but I'll try at least once a while
Researcher	So what factors that make you Enthusias in this learning public speaking through podcast Sabyan ?
Sabyan	I think the topic we are discussed and the patner
Researcher	How about you Donal ?
Donal	Yes, same. The topic we are discussed during the podcast.

Researcher	And how about you izzat ?
Izzat	The topic. I am anthusiast when talked about our experience, there are kind moment, like happy, funny and sad moment.
Researcher	Donal, miss emi wanna ask something. Based on my observation you doing good in all step. I think you also have better pubic speaking than other. But why you don't have more expression ? do you feel bored ? or actually you don't anthusiast ?
Donal	I am enthusiast miss
Researcher	Are you sure Donal ?, you only smile and seldome move your hand ? you seemed like you are shy ? that's right ?
Donal	No, I am confident miss
Sabyan	He is introvert miss
Izzat	Yeah miss, donal is introvert.
Researcher	Oh yeah, that's right Donal ?
Donal	Yes miss
Researcher	That's interesting. What do you think make you an introvert ?
Donal	Maybe because of my bad experience
Researcher	Oh I know, I remember in video your friends asked about when you get bullied at seventh grade, is that a moment ?
Donal	Hmmmm yes.
Researcher	I am sorry to hear that. If you could tell. What happened at that time ?
Donal	Hmmm I don't know. A lot of my friends suddenly avoid me
Researcher	What you feel at that time?
Donal	Hmmm sad.
Researcher	So that's what makes you what you are right now. Miss emi noticed you rarely interact with your classmate and you often spend your breaks by reading.
Donal	Yes, I like reading book and I prefer to spend my spare time for read some books.
Researcher	Donal I know you have a lot potentials and you have proof it to your friend who have bullied you. I really proud of you
Donal	Thank you miss (with smile)
Researcher	Ok guys, I think it is enough. I say thank you so much and sorry if I have distrube your time. I get a lot of information and I pray may all of you are success and get blessing knowledge.
Izzat	You are welcome miss
Donal	Amiin
Sabyan	Amiiin, thank you miss

Appendix 6

SEJARAH MTs NEGERI 2 JEMBER

Madrasah Tsanawiyah Negeri 2 Jember adalah unit pelaksana teknis dibidang pendidikan dalam lingkungan Kementerian Agama yang berada di bawah dan bertanggung jawab kepada Kepala Kantor Wilayah Kementerian Agama Kabupaten Jember

Madrasah ini berdiri berdasarkan surat keputusan menteri agama Republik Indonesia nomor 16 tanggal 16 Maret 1978, dengan terbitnya surat keputusan tersebut maka secara hukum, madrasah yang merupakan perubahan dari PGAN Jember ini berjalan efektif dan diakui keberadaannya sebagai MTs Negeri Jember II.

Dengan modal 359 siswa terbagi dalam 9 kelas diasuh oleh 1 Kepala Madrasah dan 13 guru serta 2 orang karyawan, berdasarkan surat kepala bidang pendidikan agama islam nomor 61/WTD/1981 tanggal 15 Juli 1981 gedung tempat belajar masih bersama-sama dengan PGAN Jember.

Pada bulan November 2016, dengan keluarnya Keputusan Menteri Agama Republik Indonesia nomor 673 Tahun 2016 tanggal 17 November 2016 tentang Perubahan Nama MAN, MTsN dan MIN di Provinsi Jawa Timur, maka secara resmi nama MTs Negeri Jember II berubah menjadi MTs Negeri 2Jember.

DAFTAR KEPALA

MTs NEGERI 2 JEMBER

NO.	NAMA	PERIODE
1.	H. Anang Saleh, BA	1978 – 1993
2.	Drs. Ismun As	1993 – 1997
3.	Drs. H. Achmad Ma'mur, SH	1997 – 2001
4.	Drs. Machrus	2001 – 2005
5.	Drs. Kamsiri	2005 – 2007
6.	Drs. Moh. Sholeh	2007 – 2009
7.	Drs. H. Musthofa	2009 – 2010

8.	Drs. Imam Syafi'i, M.Pd.I	2010 – 2013
9.	Drs. Asyhar, M.Pd.I	2013 – 2016
10.	Dra. Nurul Faridha	2017 – 2020
11.	Ihsanuddin, S.Pd, M.Pd	2020 – 2022
12.	Nur Aliyah, S.Pd., M.Pd.	2022 – sekarang

Dalam perjalanan waktu seiring dengan prestasi yang telah dicapai dan kepercayaan masyarakat meningkat, musibah silih berganti menimpa MTs Negeri 2 Jember, beberapa bencana yang tercatat anatar lain :

1. bencana banjir bandang pada tahun 1991, mengakibatkan 2 ruang kelas dan 1 gudang rusak;
2. bencana banjir bandang pada tahun 2006, mengakibatkan 3 ruang kelas, 1 ruang guru, dan 1 rumah penjaga hilang;
3. Pada tahun 2013 terjadi banjir yang mengakibatkan plengsengan dan pagar selatan madrasah jebol sepanjang 10 meter;
4. Pada tahun 2019 terjadi lagi banjir di Kali Jompo belakang madrasah sehingga mengakibatkan plensengan dan pagar jebol sepanjang 20 meter;
5. Terakhir pada Januari tahun 2022 banjir mengakibatkan plengsengan jebol sepanjang 10 meter dan membuat lubang di area belakang madrasah.

Dalam perjalanannya, MTs Negeri 2 Jember mendapatkan banyak bantuan pembangunan dan perbaikan baik dari pemerintah, DIPA, komite maupun dari pihak lain, terkait dengan bencana yang dialami maupun tidak. Pembangunan dan perbaikan tersebut digunakan untuk perkembangan dan perbaikan mutu dan sarana prasarana madrasah. Berbagai bantuan, perbaikan dan pembangunan tersebut antara lain :

1. 1986 mulai pembangunan awal MTs N 2 jember;
2. 1987 mulai ditempati secara bertahap;
3. 1991 bantuan kelas sebelah timur menghadap selatan dari Bupati Jember setelah bencana banjir melanda;
4. 2001 Pembangunan gedung lantai 2 sebelah selatan menghadap utara;

5. 2002 pembangunan perpustakaan dan Laboratorium IPA;
6. 2003 pembangunan 3 kelas sebelah barat laboratorium IPA menghadap timur;
7. 2004 pengurukan halaman tengah (upacara) dan pengecoran;
8. 2006 pembangunan plengsengan dan pagar sebelah selatan, pembangunan ruang sebelah timur Laboratorium IPA menghadap Timur, pembangunan toilet belakang perpustakaan;
9. 2007 pengadaan tanah di utara jalan madrasah dengan luas 1.638 m²;
10. 2008 pembangunan kelas sebelah barat ruang kepala dan sebelah selatan laboratotirum IPA;
11. 2010 pembangunan aula belakang madrasah dan penguatan lantai 2;
12. 2013 renovasi pagar depan madrasah dan pavingisasi halaman belakang madrasah;
13. 2014 finishing aula, pembuatan kantin madrasah dan pengadaan kendaraan madrasah (mobil Martsanda);
14. 2015 pengecoran untuk lantai 2 gedung sebelah utara menghadap selatan, pengadaan motor untuk operasional penjaga;
15. 2016 pembangunan lantai 2 gedung sebelah utara menghadap selatan untuk aula dan kelas, pembangunan gapura madrasah;
16. 2017 pembuatan sumur bor dan tandon air dibelakang pos satpam;
17. 2019 pembangunan lantai 2 melanjutkan gedung sebelah utara menghadap selatan untuk laboratorium komputer, gudang dan toilet;
18. 2021 Pembangunan ruang PTSP dan renovasi ruang guru;
19. 2022 pembuatan rak piala di lorong masuk madrasah dan pavingisasi lorong menggunakan paving corak 3 dimensi.
20. 2022 mulai Pembangunan Masjid MTs Negeri 2 Jember menjadi 2 lantai
21. 2024 mulai Pembangunan RKB sebanyak 6 kelas, proyek SBSN 2024
22. 2024 Renovasi Laboratorium IPA dan pembuatan PTSP Perpustakaan.

Berdasarkan Surat Keputusan Direktur Jenderal Pendidikan Islam Nomor: DJ.I/590/2012 tanggal 23 Mei 2012 tentang Penetapan Madrasah Induk bagi Madrasah Tsanawiyah Satu Atap (MTs-SA) Program Australia Indonesia Basic Education Program (AIBEP), maka MTs Negeri 2 Jember ditunjuk sebagai Induk dari Madrasah Filial (MTs SA Balung - Jember). Pada akhirnya secara hukum tidak lagi menjadi Induk dengan turunnya Keputusan Menteri Agama Republik

Indonesia Nomor 906 Tahun 2017 tentang Penegerian 18 (Delapanbelas) Madrasah tanggal 25 Oktober 2017 yang membuat status MTs SA Balung - Jember menjadi MTsN 10 Jember.

Dalam menghadapi wajib belajar 9 (sembilan) tahun sebagaimana yang diamanatkan dalam UUD 1945 dan segala perubahannya, MTs Negeri 2 Jember lebih berbenah diri dalam upaya peningkatan kompetensi guru dan kemampuan tenaga administrasi dalam rangka pelaksanaan kurikulum yang diberlakukan (Kurikulum 2013). Pada Tahun 2017 MTs Negeri 2 Jember mengikuti Akreditasi yang dilaksanakan oleh Badan Akreditasi Nasional Sekolah Madrasah (BAN-S/M) memperoleh nilai 94 peringkat A. Kemudian diperpanjang selama 5 tahun pada tahun 2022.

Dalam perkembangannya MTs Negeri 2 Jember membuka berbagai program pelayanan pendidikan, antara lain:

1. Full Day School (Tahun Pelajaran 2010/2011);
2. Program Kelas Unggulan (Tahun Pelajaran 2010/2011);
3. Kelas Akselerasi yang ditetapkan berdasarkan surat keputusan Kepala Kantor Wilayah Kementerian Agama Provinsi Jawa Timur No: Kw.13.4/1/PP.00.5/1178/SK/2011 tanggal 25 Nopember 2011 (Tahun Pelajaran 2011/2012), diperbaharui dengan **Surat Keputusan Kepala Kantor Wilayah Kementerian Agama Provinsi Jawa Timur Nomor 410 Tahun 2015**, tentang penetapan Madrasah Tsanawiyah Dan Madrasah Aliyah Penyelenggara Program Akselerasi Di Jawa Timur pada tahun 2015;
4. Full Day School dengan pendalaman Materi Bahasa Inggris yang bekerja sama dengan LBB EFB (Tahun Pelajaran 2012/2013);
5. Sekolah pelaksana Sistem kredit semester (SKS) (Tahun Pelajaran 2015/2016) berdasarkan Surat Keputusan Direktur Jenderal Pendidikan Islam Nomor 3274 Tahun 2015 tentang penetapan Madrasah Penyelenggara sistem kredit semester (SKS) tahun pelajaran 2014/2015, kemudian diperbaharui dengan **Keputusan Direksi Jendral Pendidikan Islam No. 6633 Tahun 2019** Tanggal 22 November 2019 tentang Madrasah Penyelenggaraan Sistem Kredit Semester (SKS) TahunPelajaran 2019/2020. Dalam rangka pelaksanaan pendidikan dengan sistem kredit semester (SKS) maka secara teknis mengacu pada surat keputusan Direktur Jenderal

Pendidikan Islam Nomor 3364 Tahun 2015 tentang petunjuk teknis penyelenggaraan sistem kredit semester pada Madrasah.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

REKAP JUMLAH SISWA DAN KELAS

No.	TAHUN PELAJARAN	JUMLAH SISWA	JUMLAH KELAS
1.	1979/1980	359	9
2.	1980/1981	435	9
3.	1981/1982	567	12
4.	1982/1983	638	14
5.	1983/1984	741	16
6.	1984/1985	788	17
7.	1985/1986	806	17
8.	1986/1987	784	17
9.	1987/1988	761	16
10.	1988/1989	697	15
11.	1989/1990	618	13
12.	1990/1991	543	12
13.	1991/1992	473	10
14.	1992/1993	460	11
15.	1993/1994	526	15
16.	1994/1995	596	15
17.	1995/1996	646	15
18.	1996/1997	665	15
19.	1997/1998	746	16
20.	1998/1999	788	17
21.	1999/2000	774	17
22.	2000/2001	796	17

23.	2001/2002	832	18
24.	2002/2003	839	18
25.	2003/2004	807	18
26.	2004/2005	786	18
27.	2005/2006	776	18
28.	2006/2007	758	18
29.	2007/2008	747	18
30.	2008/2009	733	18
31.	2009/2010	737	18
32.	2010/2011	670	20
33.	2011/2012	716	21
34.	2012/2013	710	21
35.	2013/2014	686	22
36.	2014/2015	736	23
37.	2015/2016	672	22
38.	2016/2017	714	22
39.	2017/2018	705	22
40.	2018/2019	715	23
41.	2019/2020	715	23
42.	2020/2021	714	23
43.	2021/2022	750	24
44.	2022/2023	753	24
45.	2023/2024	738	24
46.	2024/2025	744	25

Appendix 7

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTsN 2 Jember
Kelas / Semester	: English Club Class
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Recount Text
Skill	: Public Speaking
Alokasi Waktu	: 2 x 40 menit

A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
 KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
 KI-4 : Menunjukkan kemampuan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount tulis pendek dan sederhana 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana
4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau	

(personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya.	
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C. TUJUAN PEMBELAJARAN

1. Setelah melakukan pembelajaran siswa mampu menyebutkan beberapa kosa kata/ vocabulary sesuai dengan gambar
2. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek
3. Siswa mampu menyusun kalimat acak teks recount sederhana dengan benar
4. Siswa mampu menceritakan pengalaman pribadi secara sederhana sesuai dengan unsur kebahasaan yang ada pada recount text

D. MATERI PEMBELAJARAN

Recount Text

Recount text adalah teks yang menceritakan kembali kegiatan, kejadian, atau pengalaman yang terjadi di masa lampau/sudah terlewati.

Tujuan Teks Recount

Untuk menceritakan kembali kejadian-kejadian/pengalaman di masa lampau/sudah terlewati

Fungsi Sosial

Melaporkan, mengambil teladan, dan membanggakan.

Struktur Teks

Dapat mencakup:

- Orientasi : memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, dimana itu terjadi, dan kapan itu terjadi
- Events : serangkaian peristiwa/kejadian yang diurutkan secara kronologis
- Reorientation : sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

Unsur Kebahasaan

- Kalimatnya menggunakan Simple Past tense, Formula = S + Verb 2 + Object/Complement (kata keterangan)
- Menggunakan action verb, contoh : wen, stayed, did
- Fokus pada specific participant, contoh: I (the writer)
- Menggunakan kata keterangan waktu (adverb of time): yesterday, last month, an hour ago, a month ago, last year, last holiday, dan sebagainya.
- Menggunakan kata penghubung (conjunction): first, then, after that, before, at last, finally, dan sebagainya.
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ejaan, tanda baca, dan tulisan tangan.

Topik Peristiwa

Pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

- Pendekatan : Scientific approach
- Metode Pembelajaran : Game

F. MEDIA PEMBELAJARAN

- Laptop
- Proyektor
- PPT
- Aplikasi wordwall aplication
- Handphone

G. SUMBER BELAJAR

- Buku Modul Ajar
- Youtube : <https://youtu.be/U11Sjf9YKQc?si=767dzSzu0200PoEV>

H. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama • Memeriksa kehadiran peserta didik • Menanyakan sekilas materi pertemuan sebelumnya • Apersepsi • Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran • Menginformasikan tujuan yang akan di capai selama pembelajaran 	10 menit
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan penjelasan guru tentang materi recount text melalui ppt • Guru memberikan contoh recount text pada layar proyektor • Peserta didik mengamati recount text yang dipaparkan oleh guru • Guru meminta siswa mengamati vocabulary dalam recount text <p>Menanya</p> <ul style="list-style-type: none"> • Guru mempersilahkan siswa untuk bertanya tentang materi recount text yang mereka belum fahami • Guru menanyakan kepada siswa tentang beberapa vocabulary 	

	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru memberikan ice breaking • Guru log in pada aplikasi wordwall melalui website wordwall.net • Guru memberikan penjelasan kepada siswa cara bermain game arrange the jumble word • Guru mengajak siswa untuk bermain game the jumble word • Guru memberikan contoh recount text melalui podcast sederhana melalui youtube • Siswa menyimak video yang ditayangkan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru menunjuk salah satu siswa untuk maju ke depan • Guru memberikan beberapa pertanyaan kepada siswa yang ditunjuk • Guru mengajak siswa membuat podcast sederhana terkait dengan pengalaman disekolah dan direkam melalui handphone • Guru mempersilahkan siswa untuk membuat podcast diluar kelas 	60 menit
Penutup	<ul style="list-style-type: none"> • Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas • Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari dirumah • Guru menutup pelajaran dengan berdoa 	10 menit

KIAI HAJI ACHMAD SIDDIQ

Guru Mata Pelajaran

M. Shafihan Rasyid, S.Pd

Jember, 20 November 2023
Kepala



LAMPIRAN PENILAIAN

a. Rubric of Public Speaking

No	Criteria	Excellent	Very Good	Good	Poor
1.	Self Confidence	The speaker has very good self confidence and could manage the stage and the audience well	Looks a bit nervous but still could manage the stage and the audience	The speaker has quite good self confidence	The speaker looks very nervous
2.	Eye Contact & Gesture	Staring straight, have a good gesture and establish eye contact to everyone in the room during performance	Staring straight, have a quite good gesture and establish eye contact to everyone	Sometimes staring straight and establish eye contact	Slouches and or does not look at people during the performance
3.	Voice	Speaks clearly, distinctly and have a quite good intonation	Speaks clearly and have a quite good intonation	Sometimes mumbles but cannot be understood	Often mumbles or cannot be understood
4.	Pronunciation	There is no mispronunciation	There are mispronunciations no more than two words	There are mispronunciations three until five words	There are a lot of mispronunciations
5.	Fluency	The speaker speaks very fluent in English like a native	There are few hesitations during speaking	There are some hesitations during speaking	The speaker does not speak fluently in English. There are a lot of hesitations during speaking.

b. Result of students' public speaking performance

No	Name of Student	Criteria	Analysis
1.	S1 (Sabyan)	Good	<ul style="list-style-type: none"> - Looks a bit nervous but still could manage the audience - The students often direct their eyes towards the speaker, staring straight with intensity. - Sometimes mumbles but cannot be understood - There are mispronounces three until five words - There are some hestiation during speaking
2.	S2 (Donal)	Good	<ul style="list-style-type: none"> - The speaker has quite good self confidence - The students often direct their eyes towards the speaker, staring straight with intensity. - Voice is clear and have a quite good intonation - There are mispronounces three until five words - There are some hestiation during speaking
3.	S3 (Izzat)	Very Good	<ul style="list-style-type: none"> - The speaker has quite good self confidence - The students often direct their eyes towards the speaker, staring straight with intensity. - Voice is clear and have a quite good intonation - There are mispronounce no more than two words - There are few hesitation during speaking.

Appendix 8

SILABUS PEMBELAJARAN

Satuan Pendidikan : MTsN 2 Jember
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Genap
Tahun pelajaran : 2023/2024

Kompetensi Inti:

- 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya 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 untuk memecahkan masalah
- 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras 	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman 	3.1.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan meminta perhatian	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan	12 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Produk

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya 4.1 Menyusun	<ul style="list-style-type: none"> ➤ Percayadiri ➤ Kerjasama 	<ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so., dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, 	3.1.2 Menyebutkan ungkapan meminta perhatian 3.1.3 Merespon ungkapan meminta perhatian 3.1.4 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan mengecek pemahaman 3.1.5 Menyebutkan ungkapan mengecek pemahaman 3.1.6 Merespon ungkapan mengecek pemahaman 3.1.7 Mengidentifikasi fungsi social dan unsurkebahasaan dari ungkapan menghargai	dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar		<ul style="list-style-type: none"> • Internet 	<ul style="list-style-type: none"> • Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan		mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI	kinerja yang baik 3.1.8 Menyebutkan ungkapan menghargai kinerja yang baik 3.1.9 Merespon ungkapan menghargai kinerja yang baik 3.1.10 Mengidentifikasi fungsi social dan unsur kebahasaan dari meminta dan mengungkapkan pendapat 3.1.11 Menyebutkan ungkapan meminta dan mengungkapkan pendapat 3.1.12 Merespon ungkapan meminta dan mengungkapkan pendapat 4.1.1 Menulis teks lisan				

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>kan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>			<p>4.1.1 Menyebutkan ungkapan sederhana untuk mengucap- kan dan merespon ungkapan meminta perhatian.</p> <p>4.1.2 Menulis teks lisan sederhana untuk mengucap- kan dan merespon ungkapan mengecek pemahaman</p> <p>4.1.3 Menulis teks lisan sederhana untuk mengucap- kan dan merespon ungkapan menghargai kinerja yang baik.</p> <p>4.1.4 Menulis teks lisan sederhana untuk mengucap- kan dan merespon ungkapan meminta dan mengungkapkan pendapat.</p>				

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan		<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my,</i> 	<p>3.2.1. Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan</p> <p>3.2.2. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemampuan</p> <p>3.2.3. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemauan</p> <p>4.2.1 Menulis teks lisan dan tulis sederhana untuk mengucapkan memberi dan</p>	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan 	8 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris Internet 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu</p>		<p><i>their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di Kl</p>	<p>meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan.</p>	<p>tindakan-tindakan tertentu</p> <ul style="list-style-type: none"> - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya 			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks							
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras ➤ Percayadiri ➤ Kerjasama 	<ul style="list-style-type: none"> • Fungsi sosial Menyuruh, melarang, dan menghimbau. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan keharusan, larangan, 	<p>3.3.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan</p> <p>3.3.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait keharusan sesuai dengan konteks</p>	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke 	12 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris • Internet 	-

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)		<p>himbauan dengan modal <i>must, (don't) have to..., should,</i></p> <p>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>• Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang</p>	<p>3.3.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait larangan sesuai dengan konteks</p> <p>3.3.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait himbauan sesuai dengan konteks</p> <p>4.3.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan</p>	<p>dalam kalimat-kalimat rumpang</p> <p>- Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu</p> <p>- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>			
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan							

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		dapat menumbuhkan perilaku yang termuat di KI	fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras ➤ Percayadiri 	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. 	3.4.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait menyuruh, mengajak, meminta ijin, serta	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar	8 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris • Internet 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh,</p>	<p>i</p> <p>➤ Kerjasama</p> <p>ma</p>	<ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l <i>let's ..., can you ..., would you like ..., may I, please.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara 	<p>menanggapinya, sesuai dengan konteks</p> <p>3.4.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan menyuruh sesuai dengan konteks</p> <p>3.4.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan mengajak sesuai dengan konteks</p> <p>3.4.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan meminta ijin sesuai dengan konteks</p> <p>3.4.5 Menanggapi teks interaksi</p>	<ul style="list-style-type: none"> - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar 			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<p>guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, dan meminta ijin, sesuai dengan konteks penggunaannya</p> <p>4.4.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>				

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i> , dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras ➤ Percayadiri ➤ Kerjasama 	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Teks <i>greeting card</i> dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. 	3.5.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks khusus dalam bentuk <i>greeting card</i> , dengan memberi dan meminta informasi terkait dengan hari-hari spesial 3.5.2 Menyebutkan teks Kartu ucapan selamat (<i>Greeting Cards</i>) terkait dengan hari-hari spesial 3.5.3 Merespon teks Kartu ucapan selamat (<i>Greeting Cards</i>) terkait dengan hari-hari spesial 3.5.4 Menyebutkan teks Undangan pribadi 4.5.1 Menulis informasi rinci yang terdapat	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat 	12 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris • Internet 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		<p><i>Congratulation s. Well done. Good job., dll.</i></p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI 	<p>pada teks greeting card</p> <p>4.5.2 Menulis teks khusus dalam bentuk greeting card sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu.</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya 			
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran 	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan 	3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di 	12 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>) 4.6 Menyusun teks	<ul style="list-style-type: none"> ➤ Kerjakeras ➤ Percayadiri ➤ Kerjasama 	sebagainya. <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dengan <i>There is/are</i> - Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. - Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, 	dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya 3.6.2 Menyebutkan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya 3.6.3 Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai	rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar <ul style="list-style-type: none"> - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan 		inggris <ul style="list-style-type: none"> • Internet 	<ul style="list-style-type: none"> • Produk Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>		<p>tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dengan konteks penggunaannya</p> <p>3.6.4 Menyebutkan tindakan memberi dan meminta informasi terkait binatang, sesuai dengan konteks penggunaannya</p> <p>4.6.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan</p>	<p>rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya 			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
konteks			memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				

Guru Mata Pelajaran

M. Shafihan Rasyid, S.Pd



Appendix 9



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website:www.http://fik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-0925/In.20/3.a/PP.009/03/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTsN 2 Jember

Jl. Merak No.11, Puring, Slawu, Kec. Patrang, Kabupaten Jember, Jawa Timur 68116

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196008
 Nama : EMI FATMAWATI
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Exploring Students` Enthusiasm in Learning Public Speaking Skill Through Podcast for Students of English Club at MTsN 2 Jember" selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak/Ibu Nur Aliyah, M.pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 02

Maret 2023 an.


Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI

Appendix 10



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH TSANAWIYAH NEGERI 2
 Jalan Merak Nomer 11 Jember 68116; Telepon (0331) 482926
 Website: www.mtsn2jember.sch.id; E-mail: mtsn2jbr@gmail.com

SURAT KETERANGAN
 Nomor : B-1144/Mts.13.32.02/11/2023

Yang bertanda tangan di bawah ini

Nama	: Nur Aliyah, S.Pd.
NIP	: 197204191998032001
Jabatan	: Kepala MTsN 2 Jember


Menyatakan dengan sesungguhnya bahwa :

Nama	: Emi Fatmawati
NIM	: T20196008
Nama Universitas	: Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
Semester	: VIII (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Prodi	: Tadris Bahasa Inggris

Bahwa yang namanya tersebut di atas telah selesai mengadakan penelitian/riset mengenai Exploring Studens Enthusiasm in Learning Public Speaking Skill Trough Podcast for Students of English Club at MTsN 2 Jember selama 7 (tujuh) hari di MTs Negeri 2 Jember.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Jember, 21 November 2023
 Kepala Madrasah,



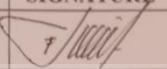
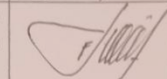
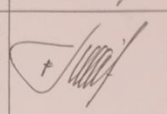
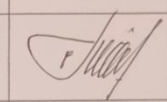
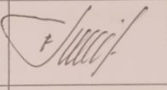



Nur Aliyah

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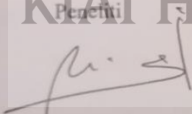
Appendix 11


RESEARCH JOURNAL

EXPLORING STUDENTS' ENTHUSIASM IN LEARNING PUBLIC SPEAKING THROUGH PODCAST FOR STUDENTS OF ENGLISH CLUB AT MTSN 2 JEMBER

NO	DATE/DAY	ACTIVITY	SIGNATURE
1	Friday, 3 rd March 2023	The researcher confirm the research permission	
2	Saturday, 4 th March 2023	The researcher made an appointment with the English teacher and conduct an interview	
3	Friday, 10 th March 2023	Observe the students' enthusiasm in learning public speaking through podcast for students of English Club at MTsN 2 Jember	
4	Friday, 17 th March 2023	Interview with the students about their enthusiasm in learning public speaking through podcast.	
5	Tuesday, 24 th March 2023	Observe the factor of students' enthusiasm in learning public speaking through podcast video	
6	Tuesday, 31 st March 2023	Interview with the English Teacher about the factor of students' enthusiasm in learning public speaking through podcast video	
7	Saturday, 14 th June 2023	Complete the research data and document review	
8	Tuesday, 20 th November 2023	The research asked a letter of research finishing	

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Peneliti

Emi Fatmawati

Jember, 20 November 2023
Kepala Sekolah

Hj. Fidyah Fauziah S.Pd., M.Pd.

Appendix 12

DOCUMENTATION

Documentation of interview with the teacher



Documentation of interview with the students



Documentation of podcast video



CURRICULUM VITAE



A. Author Identity

Name : Emi Fatmawati
 SRN : T20196008
 Place, date of birth : Pasuruan, 11th February 2000
 Gender : Female
 Address : Dsn. Pandansari Ds. Pandanrejo Kec. Rejoso
 Pasuruan
 Faculty : Tarbiyah and Teacher Training
 Major : English Education Program
 Email : emif0910@gmail.com

B. Education Background

1. Kindergarten : TK DWP IX
2. Elementary School : SDN Pandanrejo II
3. Junior High School : SMPN 2 Kraton
4. Senior High School : MAN 2 Pasuruan

C. Organization Experience

1. Anggota ICIS UIN KHAS JEMBER
2. Pengurus bidang PSDM Insan Santri dan Alumni Al Yasini
3. Pengurus bidang keilmuan Insan Santri dan Alumni Al Yasini