

**THE EFFECTIVENESS OF VIDEO SCRIBE SPARKOL
TO STUDENTS GRAMMAR ABILITY AT 9TH GRADE
OF MTs UNGGULAN AL-QODIRI 1 JEMBER
IN ACADEMIC YEAR 2020/2021**

THESIS

State Institute of Islamic Studies of Jember in partial fulfillment
of the requirements for Bachelor Degree (S.Pd)
English Education Department
Faculty of Tarbiyah and Teacher Training



By:

Viola Putri Syafii
SRN. T20176100

IAIN JEMBER

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
JULY 2021**

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Approval by Advisor



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
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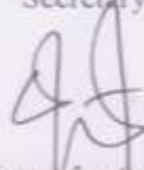
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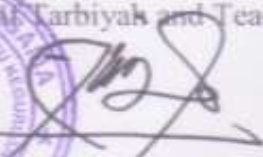
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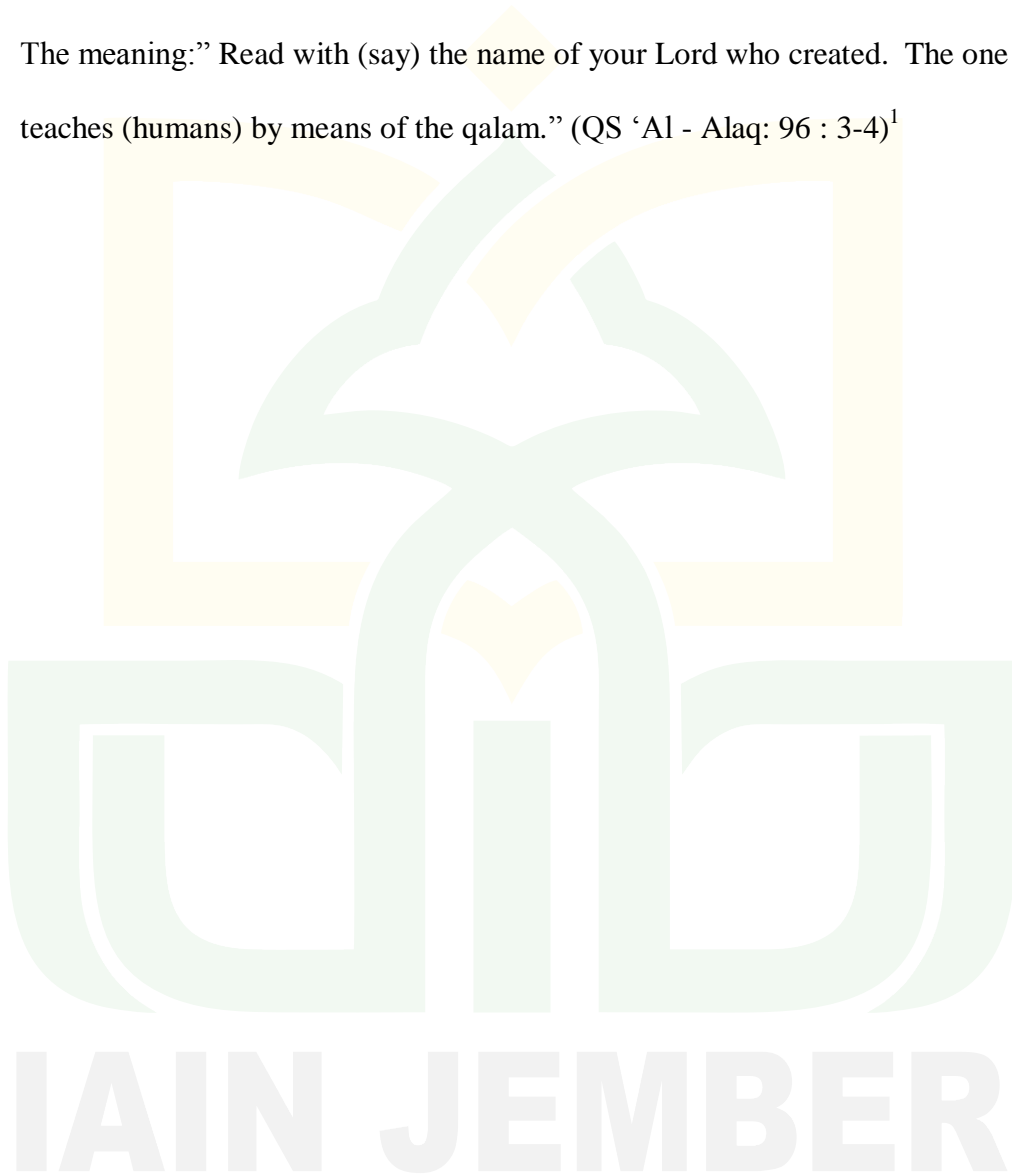



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MOTTO

أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ

The meaning:” Read with (say) the name of your Lord who created. The one who teaches (humans) by means of the qalam.” (QS ‘Al - Alaq: 96 : 3-4)¹



¹ A. Yusuf Ali. *Qur'an Translation in English and Arabic Text* (Durban: Islamic Propagation Centre International) <https://quranyusufali.com/3/>, retrieved on 5th June, 2020.

DEDICATION

I dedicate this thesis to:

1. My beloved parents, my dad (Alm) Moch Syafii, my step father Agus Prayitno and my mom Susi Handayani who have cared for me, raised me and have allowed me to receive education up to my Bachelor Degree.
2. My beloved young Sisters, Bunga Wahyu Putri Syafii, Aprinina Ade Agustin, Aisyah Putri Prayitno who always bring happiness to our family and especially in my life.
3. My teacher, Pak Quraisy who help and teach me in understanding and operating SPSS.
4. My big family who always asked me, "When will you have your own business, and get married?", so that I can finish this thesis quickly.
5. My classmates of English Department TBI 3, the big family of English Student Association IAIN Jember, my Univesity College IAIN Jember, and the other friends who have accompanied me in the process of becoming a better person.

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First of all, I would like to say how grateful I am to Allah SWT for giving me a blessed age so that I can feel an education at this level of lecture. All praises are to Allah SWT almighty, because of His blessing and mercy I am finally able to finish my thesis entitled “The Effectiveness Of Video Scribe Sparkol To Students’ Grammar Ability At 9th Grade of MTs Unggulan Al-Qodiri 1 Jember In Academic Year 2020/2021”. Therefore, in this occasion I would like to express my sincere thanks to:

1. The Rector of State Institute of Islamic Studies Jember, Prof. Babun Suharto, S.E, M.M
2. The Dean of Tarbiyah and Teacher Training Faculty, Dr. Hj. Mukni’ah
3. The Chief of English Education Department, Mr. Asy’ari, M.Pd.I
4. My advisor Mr. Ahmad Ridho Rojabi, M.Pd, who has helped me a lot to finish my thesis.
5. The Principal and the Teachers of MTs Unggulan Al – Qodiri 1 Jember for giving me an opportunity and helping me to conduct this research.
6. The 9th grade students of MTs Unggulan Al – Qodiri 1 Jember, especially IX-A and IX-B as participants of my research.
7. And all people who participated and helped me during this process.

May Allah SWT repay all of the kindness of the people who helped me to finish this thesis. I believe that this thesis might have some weakness, but I hope this thesis will be useful for future researcher.

Jember, 29 of June 2021

Viola Putri Syafii

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ABSTRACT

Viola Putri Syaffi, 2021: *The Effectiveness of Video Scribe Sparkol to Students' Grammar Ability at 9th Grade Of MTs Unggulan Al – Qodiri 1 Jember in the Academic Year 2020/2021*

Grammar is one of the important aspects of English lesson that has to be mastered by the students because grammar explains how to arrange words and other elements according to certain principles. There are so many strategies to hone students' grammar ability at 9th grade students at MTs Unggulan Al-Qodiri 1 Jember in academic year 2020/2021. One of the strategies is using Video Scribe Sparkol as learning media that can be implemented in grammar lesson. There is one research question in this research which is "Is there any effect of Video Scribe Sparkol to students' grammar ability at 9th grade of MTs Unggulan Al-Qodiri 1 jember in academic year 2021/2021?"

This research aims to know and to find out whether the use of Video Scribe Sparkol as learning media gives an effect or not on students' grammar ability at 9th grade students of MTs Unggulan Al-Qodiri 1 Jember in academic year 2020/2021. The researcher used quantitative-experimental research, in which the researcher used two classes for study, the experimental class and the control class. The use of Video Scribe Sparkol was only given to the experimental class, while the control class was taught without any methods or any treatment.

After conducting the research, the researcher was able to find the differences in the results between the experimental class and the control class. The SPSS data in the experimental class showed a pre-test value (68.15) then there is an increase in the post-test value (83.23), which means there is a very significant increase score in the experimental class. Meanwhile, the pre-test scores of the control class were 70.96 and the post-test scores were 78.09.

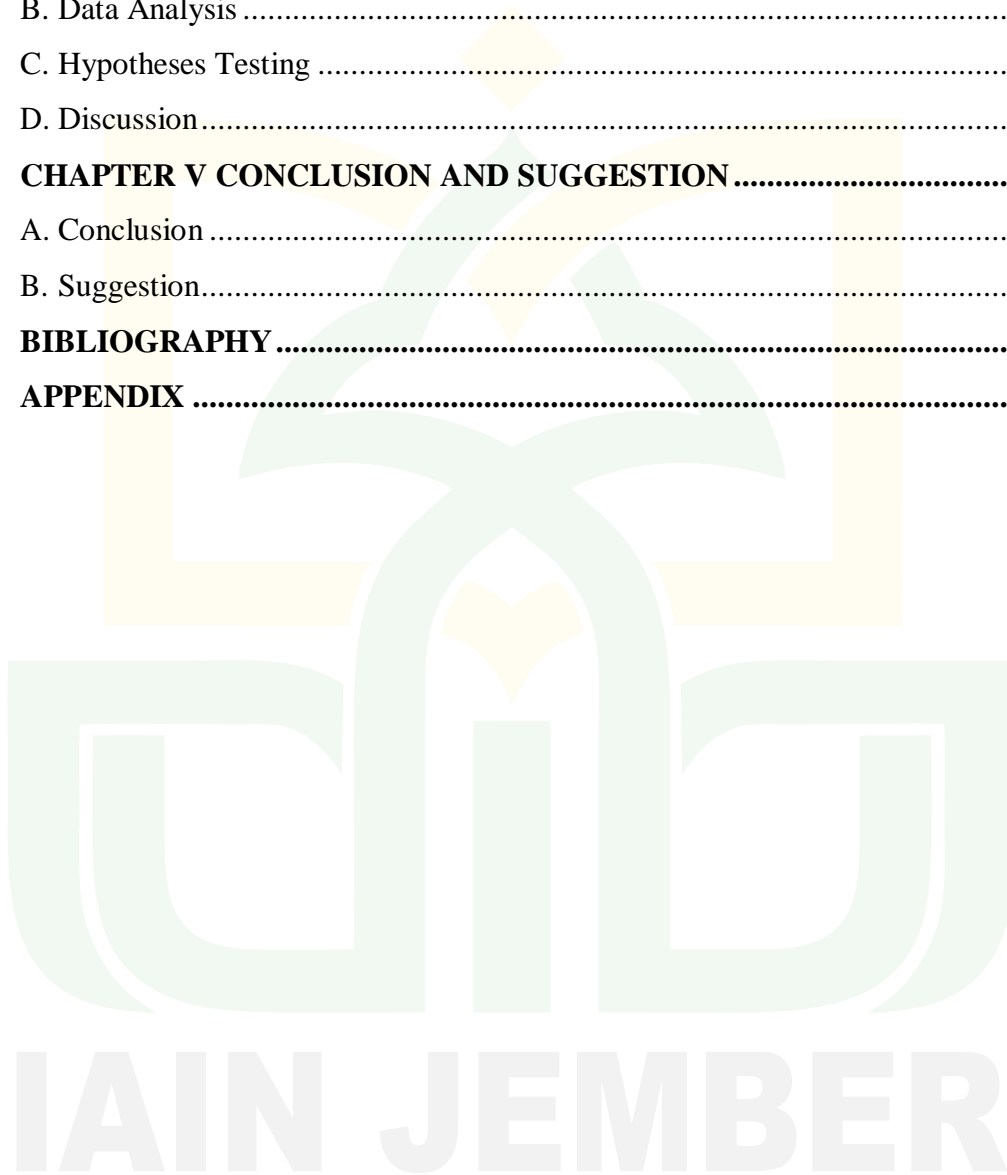
The Sig. (2-tailed) obtained from the post-test results between the experimental class and control class was 0.02 It revealed that the result of Sig. (2-tailed) was <0.05. From the data presented, it can be concluded that alternative Hypothesis(H_a) is accepted which means there is an effect of Video Scribe Sparkol to students' grammar ability at 9th grade of MTs Unggulan Al-Qodiri 1 Jember in academic year 2020/2021.

Keywords: *Video Scribe Sparkol, Students' Grammar Ability*

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CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of study, research question, research objective, significant of research, research variable, definition key term, hypothesis, and structure of report.

A. Research Background

Who speaks English today? English is the second or third most popular mother tongue in the world, with an estimated 350-400 million native speakers. Now in this modern era, the whole world has become a global village and people communicate with each other in the same language, which is English. All over the world are spoken in English and has achieved global language status. English is a language widely used in all aspect such as scientific research, education, business, internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking, and so on.

Furthermore English is the language most widely used for business correspondence and internet purposes, by spoken English people can communicate with foreigners without learning their mother language. It is the only primary language used in writing scientific research articles as more than 85% of research publications are in English. It is an international language used for commerce. Even in IT too, most of the programs are written in English and even they communicate with their colleagues or other software professionals working around the world in English. In addition, most books

related to higher education are published in English. Due to several advantages of the English language, many people study English to achieve beneficial results in their respective fields.²

Government of Republic Indonesia Number 32 of 2013 about Amendment to Government Regulation Number 19 of 2005 about National Standard of Education, article 771 Section (1) Sub c point 3 explain that in order to educate the life of the nation, a national commitment is required to improve the quality and competitiveness of the nation through re-regulation of Graduate Competency Standards, content standards, process standards, and assessment standards, as well as rearranging the curriculum.³ With this regulation, many schools in Indonesia require their students to speak English in their daily activities. On the other hand, the formal learning process aims to develop students' abilities in terms of knowledge, skills, and attitudes to become better.⁴

English has four skills that must be understood by student namely speaking, listening, reading, and writing. Listening and reading are receptive skills or passive skills, and writing and speaking are productive skills or active skills. In Speaking skill the learners have to produce sentences on their own, and they need a lot of practice and learn many things related to grammar, vocabulary, sentence structure and usage.

² Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classroom". Alford Council of International English & Literature Journal (ACIEIJ). Vol. 2 No 2, July 2017, 7.

³ Republik Indonesia, *Penjelasan Atas Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan atas Peraturan Pemerintah Nomor 19 tahun 2005 Tentang Standart*

⁴ Arsyad Azhar, *Media Pembelajaran*, (Jakarta, PT Gajah Grafindo Persada, 2007), hlm 1.

Grammar is one of important aspect in English that must be mastered. Why should grammar, because grammar describes the structure of the English language and the time of pronunciation, or the pronunciation of sentences that are right for the present or the past. These things are studied in the tense material so that tenses are also very important to learn.

In fact, learning grammar is not easy for student. Most of students find difficulties in learning grammar. They are usually confused of structure and theuse of tenses. Besides that, the student fear of grammar. As result, a lot of students have low score on English, because they fail in mastering grammar. Those problems are found by Siti Nurrahmatis who observed the student of SMP Mancoloe Makassar.⁵

Her finding showed that, most of the students did not understand the rule, although they understood the meaning. For example “She drinks a cup of milk”, and “She drunk a cup of milk”, actually they understood the meaning of those sentences, but they are confused why those sentences use different verb. The sentence “She drinks a cup of milk” shows that she drinks the milk in present, while the sentence “She drunk a cup of milk”, shows that she drinks the milk in past. It showed that they usually cannot use the certain of tenses of the certain situation. From those examples, the students concluded that learning English was a confusing activity as it was different from Indonesia language.

⁵ Siti Nurrahmatish, Skripsi “Improving The Students’ Grammar Ability Through Egra(Exposure, Generalization, Reinforcement, Application) Method Of The Second Year Students Of Smp Moncoloe Makassar”, (Makassar:UIN Alauddin Makassar,2010)

Most of 9th grade students of Mts Unggulan Al- Qodiri 1 Jember said that they are unmotivated in learning English because the teaching method was applied by teacher was not interesting. In teaching grammar, the teacher shows the rules directly. They were feeling unconfident and psychological tension because many teachers taught in traditional ways, such as write the form on the whiteboard and force the students to memorize the rule of tenses.

Using learning media can increase new desires and interests, generate motivation and stimulation of learning activities, and even bring some psychological influence on students in the learning process. Using learning media at the learning orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time. Learning media increase motivation is much better than without using media, besides that media can also increase student understanding, present data interestingly and reliably, make it easier to interpret data, and condense information.⁶

Nowadays, some strategies of teaching English are applied. One of them is Video Scribe. Using this technique, the teacher provides a video about grammar material through the Video Scribe Sparkol application which is equipped with hand moving animation to write about grammar material on the screen. This application also adds variety to the classroom, so that more than one method is used to present language teaching and make a class more interesting.

⁶ Ibid pages 16.

The benefits of using Video Scribing can attract students' interest in learning, because the method is unique and this application can display material that looks more attractive and reinforces important points. This will not only attract students' attention, but also help them retain information, and the app is fun for students. Additionally, another advantage of using a video scribe is to facilitate learning activities not only for learners but also for teachers as educators⁷ This application creates a material lesson that is easy to help the learners in the teaching-learning process. The teacher can add a fun letter, an image, and a picture to facilitate students' easy in learning the degree of comparison. Furthermore, the downside to this application is the user can slow the video down to make it easier for students to understand what they have been taught

According to Marpudin (2008), learning grammar is the need for understanding Genre (certain grammar such as tenses). Learning grammar should make the students more active, creative, effective, and fun. So, based on this statement, the researcher takes Video Scribe Media to know the effectiveness of Video Scribe Sparkol to students' grammar ability.

According to thesis by Andi Sessu (2018) entitled "The Effectiveness of Video Scribe in Teaching English at SMPN 1 Molawe Konawe Utara" and another study by Roudatus Sarifah (2020) entitled "The Effectiveness of Video Scribe as Innovative Media to Increase Students Reading Comprehension", both research showed that the use of Video Scribe as a learning media in the

⁷ Andi.Sessu, "The Effectiveness of Video Scribe in Teaching English at SMPN 1 Molawe Konawe Utara". *Journal of Language Education and Educational Technology*, No. 1, 2018. 9.

learning English process was effective. Which means the use of Video Scribe application as media can contribute to the improvement of students' English ability. The researcher analyzed the student's scores in the experimental class is higher than students' score of control class.

Based on those problems, in this case the researcher intends to conduct research at MTs Unggulan Al - Qodiri 1 Jember with the title **"The Effectiveness of Video Scribe Sparkol to Students Grammar Ability at 9th grade Of MTs Unggulan Al - Qodiri 1 Jember in Academic Year 2020/2021."**

B. Research Question

Based on the research background, the research question is formulated as follows:

Is there any significant effect of Video scribe sparkol to Student Grammar Ability at 9th grade of MTs Unggulan AL Qodiri 1 Jember in Academi Year 2020/2021?

C. Research Objective:

Based on the research questions, the objective of the research is formulated as follows:

To know whether there is any significant effect or not of Video Scribe Sparkolto Students Grammar Ability at 9th grade of MTs Unggulan AL Qodiri 1 Jember in Academic Year 2020/2021.

D. Significance of Research

This study is expected to give some contributions to the English teaching

and learning process in Mts Unggulan Al – Qodiri 1 Jember. The expected contributions are as follows:

1. For Teachers:

- a. To improve teachers technological ability using Video Scribe Sparkol as learning media in teaching grammar at 9th grade students of Mts Unggulan Al - Qodiri 1 Jember.

2. For School :

- a. To provide opportunities for school and to facilitate educators in exploiting the learning media optimally.
- b. To provide an overview to the teacher about the implementation of Video Scribe Sparkol as learning media, so that it can be applied to other English material.

3. For Future Researcher:

- a. Can find an overview of the effect of Video Scribe Sparkol media on increasing student motivation and learning outcomes in learning English.
- b. To provide real experience for future researchers, so that it is used as provisions in the future.

E. Research Variable

1. Research variable

The researcher conducted two variables. They were independent and dependent variable. The Independent variable is Video Scribe Sparkol, the dependent variable is students grammar ability.

2. Variable Indicator

The variable indicator of Video Scribe Sparkol is video. The indicator of variable students grammar ability is tenses (Simple Present).

F. Scope of the Research

In this research, the researcher focused on emphasized students' Grammar ability using Video Scribe Sparkol as learning media, so that the teachers can apply it optimally in the learning English process.

G. Definition of Key Term

In order to clarify the key term used in this research study, some definitions are put forward:

1. Grammar Ability: Ability is a persons' potential to do something in accordance with the knowledge he has learned. Grammar is lessons that learn about the structure of a word so that there are no mistakes in placing the rules as they should. So it can be concluded that students' grammar ability is students' potential in understanding and using grammar in every aspect of English namely writing, speaking, listening, and reading.
2. Video Scribe: One of the application program or software that people use to make video presentations, by using hand animations moving on a board or whiteboard. Video Scribe is considered relevant and reliable as learning media in improving the educational process of thinking, teaching, learning and leading in the era of digital knowledge. In this study, the researcher used this media to teach and explain grammar lesson while in the learning process to the experimental class.

H. Hypothesis

Sugiyono (2017) stated that hypothesis is a temporary answer to the problem formulation. Because it is still temporary, it is necessary to prove the truth through collected empirical data.

Based on the definition above, it can be concluded that hypotheses is a temporary answer of the problem.

1. H_0 : There is no effect of Video Scribe Sparkol to students grammar ability at 9th grade of MTs Unggulan AL Qodiri 1 Jember
2. H_a : There is an effect of Video Scribe Sparkol to students grammar ability at 9th grade of MTs Unggulan AL Qodiri 1 Jember

I. Structure of the Report

There are five chapters in this research and each chapter has several sub chapters having relevance to each other. Generally, a research has three parts. They are initial part, core part, and final part that would be explained as follows:

The first is initial part. It includes the research title, approval sheet, approval from board examiners, motto, dedication, acknowledgement, abstract, table of content, and list of table.

The Second is core part that included:

Chapter I discusses the introduction of the thesis which consists of research background, research questions, research objective, research significant, definition of key term, and structure of the report.

Chapter II discusses the review of related literature which consists of

previous search of this research, and theoretical framework.

Chapter III discusses the research methodology of this research which consists of research approach, and type of research, data and source of data, technique of data collecting, technique of data analysis, and validity of data.

Chapter IV discusses the findings of data analysis, discussion hypothesis testing, and discussion based on the result of this research study.

Chapter V discusses the conclusion and suggestion of the study.

The third is final part including references, statement of authenticity of writing, and appendices consisting of research matrix, bibliography of researcher, declaration sheet, research journal, code of data, and sheet of analysis.



CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature it consists of the relevant previous research and theoretical framework.

A. Previous Research

In this section the researcher lists the various results of the research to be carried out then makes a summary; both published and unpublished researchers (thesis, article journal, book chapter, and so on)⁸. Some of the studies that have been carried out related to research are as follows:

First, the thesis was conducted by Andi Sessu (2018) entitled "The Effectiveness of Video Scribe in Teaching English at SMPN 1 Molawe Konawe Utara". This research was carried out in VIII^A and VIII^B of SMPN 1 Molawe Konawe Utara. The researcher stated, it can affirm that Video Scribe was good teaching and learning tools to be implemented in English classes due to the advantages in cultural aspects, vocabulary and pronunciation, writing, listening, speaking, and reading comprehension that is offered to students that were in the process of learning a foreign language.

Another study was conducted by Roudatus Sarifah (2020) entitled "The Effectiveness of Video Scribe as Innovative Media to Increase Students Reading Comprehension" This research was conducted at eight grade of SMP Annur Fuadi. The researchers concluded that the use of Video Scribe as a learning media in the eighth grade of SMP An-Nur Fuadi was effective it

⁸ Sekretariat, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2017), 45.

means that the use of Video Scribe application as media learning can contribute to the improvement of students' reading comprehension.

The result showed that $t\text{-value} = 7.64$ than $t\text{-value}$ was compared with $t\text{-table}$, to the significant level 0,05 (5%) and degree of freedom was 14, and the result of the $t\text{-table}$ was 2.14 so $t\text{-value}$ was higher than $t\text{-table}$ ($7.64 > 2.14$). It can be provided from the data of students' score in pre-test and post-test.

The study was belonged to Purwanti, M.Pd.BI (2016) entitled "The Use of Sparkol Video Scribe to Increase Student's Interest in Studying English for The XII Graders of Komputer Jaringan Department Smk Negeri 2 Wonosari in Academic Year 2016 / 2017". This research was conducted at Komputer Jaringan Departement XII grade in Smk Negeri 2 Wonosari in Academic Year 2016 / 2017. The researchers concluded from the activities and stages done in cycle I, II, and III that the use of Videos Cribе could make English class became more interesting and joyful to the students and it could increase students' interests. Besides that, students' cognitive achievement could also be increased too.

Another study was conducted by Arum Mustikawati (2013) entitled "The Effectiveness Of Using Video in Teaching Speaking For The Eighth Grade Students Of SMPN 1 Manisrenggo". The sample of the research was chosen randomly, the selected participants was 8th grades of SMPN 1 Manisrenggo. The result of the research showed that, in teaching speaking students who were taught by using video had higher scores than those who were not.

Moreover another study was conducted by Dewi Kurniawati (2012) entitled “The Effectiveness of Using YouTube Video in Teaching English Grammar Viewed from Student's Attitude” The research carried out in all 1st semester of IAIN Raden Intan Lampung. The researcher stated that YouTube video is an effective teaching media to teach grammar and there is an interaction between teaching grammar and students’ attitudes in teaching grammar. YouTube video is more effective than the textbook as teaching media for the students who have a positive attitude. However, for the students who have a negative attitude, the media of the textbook has an influence on the students’ grammar achievement implication.

Table 2.1 The Similarities and Differences of Those Researchers and This Research Were Presented in the Following Table

No	Research Title	Similarities	Differences
1	2	3	4
1.	Andi Sessu (2018) entitled "The Effectiveness Of Video Scribe in Teaching English At SMPN 1 Molawe Konawe Utara"	<ol style="list-style-type: none"> Both of the researchers used quantitative quasi experimental (non-equivalent) as their research design. Both of the researchers used Video Scribe as learning media. Both of the researchers used pre-test and post- test as their collecting data. 	Andis’ research focused on development of teaching English while this research focused on student’s grammar ability.
2.	Roudatus Sarifah(2020) entitled “The Effectiveness of Video Scribe as Innovative Media to Increase Students Reading Comprehension”	<ol style="list-style-type: none"> Both of the researcher used quantitative method, Both of the researcher used Video Scribe as learning media. Both of the researcher used pre-test and post-test as their collecting data. Both of the researcher used purposive sampling as their technique sampling. 	<ol style="list-style-type: none"> Sarifahs’ study focused on development of reading comprehension while this research focused on student’s grammar ability. The design of the previous research was pre-experimental while this study was quasi experimental (non-equivalent).

1	2	3	4
3.	Roudatus Sarifah(2020) entitled “The Effectiveness of Video Scribe as Innovative Media to Increase Students Reading Comprehension”	<ol style="list-style-type: none"> 1. Both of the researcher used quantitative method, 2. Both of the researcher used Video Scribe as learning media. 3. Both of the researcher used pre-test and post-test as their collecting data. 4. Both of the researcher used purposive sampling as their technique sampling. 	<ol style="list-style-type: none"> 1. Sarifahs’ study focused on development of reading comprehension while this research focused on student’s grammar ability. 2. The design of the previous research was pre-experimental while this study was quasi experimental (non-equivalent).
4.	Purwanti (2016) entitled “The Use of Sparkol Video Scribe to Increase Students’ Interest in Studying English for The XII Graders of Komputer Jaringan Department SMK Negeri 2 Wonosari in Academic Year 2016 / 2017”	<ol style="list-style-type: none"> 1. Both of the researcher used pre-test and post-test as their instrument of collecting data. 2. Both of the researcher used Video Scribe as their learning media. 	<ol style="list-style-type: none"> 1. Purwanti’s study was classroom action research while this study was quantitative research. 2. Purwanti’s research focused on development of interest in studying English while this research focused on student’s grammar ability. 3. The participants of Purwanti’s research were senior high school while this study was junior high school students.
5.	Arum Mustikawati (2013) entitled “The Effectiveness Of Using Video in Teaching Speaking For The Eighth Grade Students Of SMPN 1 Manisrenggo”.	<ol style="list-style-type: none"> 1. Both of the researcher used quantitative quasi experimental (non-equivalent) as their research design 2. Both of the researcher used pre-test and post-test as their collecting data. 	Arum’s research focused on development of teaching speaking using video without application while this research focused on students’ grammar ability using Video Scribe as learning media.
5.	Dewi Kurniawati(2012) entitled “The Effectiveness Of Using Youtube Video In Teaching English Grammar Viewed from Student's Attitude”	Both of the researcher used quantitative method.	<ol style="list-style-type: none"> 1. Dewis’ research focused on development of teaching English grammar while this research focused on student’s grammar ability. 2. The previous research used Instrument questionnaire as instrument of collecting data while this research used test as instrument of collecting data. 3. The previous research used

			<p>You Tube as learning media while this study used Video Scribe as learning media.</p> <p>4. The participant of Dewi's research was Students of College while this research was junior high school students as the participant.</p>
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Based on the table above, it can be seen that all of researches had their own ways to analyze their object of the research. The similarities of five previous researches above with this research were three of them used Video Scribe as learning media, and the other research used YouTube and Video as their learning media. It can be concluded that each researcher has their own ways to increase student's English ability.

One of the unique things that distinguish this research than the previous research was that previous research only used ordinary audio or audio initiator on Video Scribe, while this research not only used an audio initiator in Video Scribe but also equipped with recordings of researchers using English regarding simple present tense explanations, so that students do not only feel enthusiastic but also understand the material provided.

B. Theoretical Review

1. Learning Media

a. Media

Media is an introduction to the message from the sender to the recipient. According to Azhars in his research shows that, the introduction of media in the teaching and learning process is defined as

graphic, photographic, or electronic tools to capture, process, and reconstruct visual or verbal information.⁹ It can be concluded that media is a toll to deliver the message or information from one place to another place. Media aimed to convey message from sender to receiver

Azhars stated that media as tool has some function, it explains as follows¹⁰:

1) Media as Information

Sending and sharing of information is the major function of media. Since information is knowledge, media offer authentic and timely facts and opinions about various event and situations to mass audience as informative items. Information provided by mass media can be opinionated, objective, subjective, primary and secondary. Informative functions of media also lets the audience knows about the happening around them and come to the truth. Media disseminates information mostly through news broadcast on radio, TV, as well as columns of the newspaper or magazines.

2) Media as Entertainment

Entertainment is another vital purpose of the media. It is also regarded as the most visible and often used media function. In reality, entertainment is a type of performance that gives people pleasure.

People are entertained by the media, which fulfills this function.

Newspapers, periodicals, radio, television, and the internet all have

⁹ Husniyatus Salamah Zainiyati, *Pengembangan Media Pembelajaran Berbasis ICT Konsep dan Aplikasi pada Pembelajaran Pendidikan Agama Islam* (Jakarta: Kencana, 2017), 62.

¹⁰ Ibid, page 75.

stories, films, serials, and comics to keep their readers entertained. Entertainment is another vital purpose of the media. It is also regarded as the most visible and often used media function. In reality, entertainment is a type of performance that gives people pleasure. People are entertained by the media, which fulfills this function. Newspapers, periodicals, radio, television, and the internet all have stories, films, serials to keep their readers entertained.

3) Media as Socialization

Culture is transmitted through socialization. The media serves as a mirror for society. They help people socialize, particularly youngsters and newcomers. People are taught to behave in ways that are acceptable in their culture or society through the process of socialization. We learn how to become more fully integrated members of our society, or human society, through this process. Media play a role in shaping our behaviors, conducts, attitudes, and beliefs as part of the socialization process. The process of socializing pulls people together and binds them together as one.

b. Learning Media

Learning media is a tool used to facilitate the learning process in the classroom. Generally, learning media refers to any instrument that a teacher can use to convey instructional material to students during the teaching-learning process to achieve certain learning objectives.

There are some advantages of using learning media in learning process:

- 1) Clarify the presentation of messages that are visual in nature.
- 2) Overcome the limitations of time and space, and human senses.
- 3) Can increase student's motivation and enthusiasm for learning, and allow students to learn on their own, based on their interests and abilities.
- 4) Increase direct interaction between students and the environment.
- 5) Learning media can provide real feelings to students about events in their circles, for example through field trips, visits to museums.

Herry (2007: 6) stated that there are three types of learning media that can be developed and used in learning activities in the classroom:

- 1) Visual media: media that only can be seen using the sense of sight or it is commonly called props
- 2) Audio media: media containing messages in the audio form which can be stimulated the thoughts, feelings, attention, and willingness of students to learn the teaching material and its types.
- 3) Audio-visual media is a combination of audio media and audio-visual media or viewing and listening media.

From the definition above it can be concluded that Video Scribe include audio-visual media because Video Scribe can present information through live documents, it can be seen from the monitor screen or onto a wide screen via an overhead projector, the sounds can be heard and we can see its movements.

c. Video Scribe

Video is one of the learning media that is often used by educators in which there are elements of images, sound, and some animation as illustrations of the material being studied. Video scribe sparkol is software with white background that contains narration and it is usually used to design animation programs, which are developed into a learning media that can be used to attract student attention and motivation, and its use is very fast and easy.

Video Scribe was launched for the first time in 2012 by a company in the UK with the Sparkol application, this application program received a fairly good reception in its first year, with a number of users reaching 100,000 people. The function of Sparkol Videoscribe is to create animated video presentations that are equipped with hand-moving animations to write or draw something on the screen, this looks like someone explains directly on the blackboard, this term is usually called "Whiteboard Animation for Creating Hand Draw". Sparkol videoscribe is usually used in addition to business problems as well as being widely used as a learning medium for students in schools, 88% of surveys prove that videoscribe can improve student achievement, because students are more interested in seeing animated whiteboard videos, compared to a teacher explaining audio and visually on the blackboard actually because the teacher's method of explanation orally is a rigid and old method.¹¹

¹¹ Siti Munawarah, "Multimedia dan Teknologi Informasi", diakses dari

According to Safar (2016), video scribe is considered relevant and reliable as learning media in improving the educational process of thinking, teaching, learning and leading in the era of digital knowledge. Joyce & B. White: (2015) also stated that video scribe can create a unique classes and it has been used by 63 academics around the world to support interactive learning.¹²

It can be concluded that video scribe is on learning media that easy-to-use and attractive application that will inspire students and teachers' enthusiasm for learning.

The minimum equipment needed to support Video Scribe Sparkol as follows:

1. Basic needs:

Processor	: 1.6 GHz
RAM memory	: 1GB 52
Monitor	: 800 x 768 resolution
Mouse	: A pointing device in object creation
Keyboard	: Input tools for letters and numbers
Operating System	: Windows Vista or higher

2. Skills needs:

Cognitive : Arranging material neatly and neatly

Creativity : Creating visuals that support the material and putting into the timeline.

https://multeknologi.blogspot.com/2019/10/pengertian-dan-fungsi-videoscribe_28.html,

pada tanggal 28 oktober 2019 pukul 10.47.

¹² Joyce and B. White, *Model of Teaching*, (Boston : Pearson/Allyn and Bacon Publishers : 2015),

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The advantages of Using Video Scribe Sparkol as reported by Mayer in Air et al. as learning media are as follows:

- a) One learns better when animation and sound are presented together rather than animation and text alone without any sound.
- b) The best condition for a person when studying is when the use of words and pictures is presented simultaneously.
- c) Someone will learn better when the teaching materials are presented simply.

The disadvantages of using video scribe in teaching English material lesson are as follows:

- a) Need more time to make it and teacher must understand how this application works.
- b) You may feel unsatisfied with several of the icons that are available.
- c) You must log into a Sparkol account in order to access video scribe, which means you must have an internet connection.¹³

2. Student's Grammar Ability

a. Grammar

Grammar is a study of how to arrange words. Grammar is the basic arrangement of correct words base on the rules to express people thoughts in speaking and writing. In addition, grammar explains how to

¹³ Andi.Sessu, " *The Effectiveness of Video Scribe in Teaching English at SMPN 1 Molawe Konawe Utara*". Journal of Language Education and Educational Technology Vol 3 No. 1, 2018.

arrange the word and other elements according to certain principles whenever we use a language, either in speaking, listening, writing, reading, or just in thinking.

Grammar is meaningful when it is used to compose ideas and communicate them, and is meaningless when used separately. The application of grammar in this context is a combination of grammatical knowledge with the grammatical abilities needed in using language. Grammar has an important role in other skills, such as Listening, Speaking, Reading, and Writing. Even grammatical skill becomes the fifth skill, although according to researchers it should be the first skill because without the grammar ability, students as EFL learners cannot do anything.¹⁴

Collerson (1995) says, it is much more important for the learner to be able to use the language being studied effectively than knowing a lot about the language and its grammar. However, he also put forward one other assumption which reads. There is a possibility for the learners not only to develop their ability in the use of the language being studied, but also gain an understanding of what the language is like and how it works, and there is also the possibility of paying attention grammar in detail and know the main purpose of learning a language.

Bower confirmed that understanding good grammar has four functions, among them is to determine the level of language awareness

¹⁴ Isyam, Amry. "Meningkatkan Kemampuan Grammar Mahasiswa Jurusan Bahasa Inggris FBS UNP Secara Lisan dan Tulisan". Vol. 4 No. 1, 2010, p 2.

skills and classify them into levels, whether it is intermediate or advanced from the learner himself, to build the ability and mastery of learning in communicating using grammar well following the rules of grammar, utilizing nature as a learning tool to communicate using English grammar, to find out the form of formal language according to sentence rules in English, and understand the meaning of the sentence, to improve teaching and learning grammar¹⁵.

Coghill noted that “The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. It means that grammar is a structure which should be patterned correctly to get a realistic meaning. If the students can not put the grammar correctly, it can raise a misunderstanding between their mind and the readers¹⁶”.

Peats stated that “Grammar is about knowing why something reads badly and knowing how to fix it. It is impossible to write and speak well without using the word correctly¹⁷”. It can conclude that, when someone wants to speak or write something, they should understand grammar, it shows the meaning and relationship with every single word that becomes sentences. So, grammar is the way of the spoken and

¹⁵ Prita Pantau Putri Santosa, “Hubungan Antara Penguasaan Tata Bahasa Dengan Keterampilan Menulis Narasi Bahasa Inggris Siswa Kelas XI SMKN 2 Depok”. Deiksis. Vol. 09 No.02, May 2017, p.190.

¹⁶ Jeff Coghill and Stacy Magedanz, *English Grammar* (California State University, Wiley, 2003), p.16.

¹⁷ Jennifer Peats, *Scientific Writing: Easy When You Know How*, (London: BMJ Books, 2002) p. 214.

written language to be organized and correctly. It is concerned with the order of word group, clauses, and sentences, and morphemes in a word. It is closely related to generic structure and cohesion.

b. Ability of Grammar

According to the Oxford student dictionary, ability is a skill or strength. Meanwhile, grammar is the rule in forming words and making sentences. So, grammar ability is a skill to use or implement the rules of forming words or sentences in any language.

Students Grammar ability is very important. This can help students speak and write accurately.¹⁸ According to Martin Bygate's theory that "it is clear that in order to speak a foreign language, it is necessary to master grammar and vocabulary". Despite fluency is very important in speaking, but if the conversation is full of grammatical errors, the ideas will not get across so easily, because the different structure may cause different meaning. In summary, good ability of grammar can help learners to speak better.

3. Simple Present Tense

a. Definition of Simple Present Tense

Krohn: 1971 noted that simple present tense is tense denoting an action happening at this time. This tense used to express habits, repeated actions, and general truths to give instructions or directions.

¹⁸ A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Newyork:Oxford University Press, 1995) p 1.

From the definition above, it can be concluded that simple present tense is usually used when expressing activities that occur repeatedly or common habits, and occur in the present time and explain general truths, such as “The sun is rising from the east”.

b. Form of Simple Present Tense

Cook and Suter 1983:49 confirmed that simple present tense is formed by using the simple form of the verb that is the form which was listed in the dictionary or it was called infinitive without „to“. Simple present tense is formed using the simple form of the verb. When a third person singular subject (he, she, it, the man, etc) is present, the an-s/-es suffix is added to the simple form and the verb form is changed.

1. Sentence Patterns of Simple Present Tense

a. Pattern of Present Tense of Verb

- Positive: S + V1 (-s / -es) + O + C
- Negative: S + do/ does Not + V1 + O + C
- Interrogative: do / does + S + V1 + O + C + ?

Example:

- Positive: Andy cleans the room every morning.
- Negative: Andy does not clean the room every morning.
- Interrogative: Does Andy clean the room every morning?

b. Pattern of Present Tense of Verb Be

- Positive: S + be (is,am,are) + adj/adv/noun

- Negative: S + be (is,am,are) + not + adj/adv/noun
- Interrogative: be (is,am,are) + S + adj/adv/noun + ?

c. The Function of Simple Present Tense

Frank (1972) stated that the simple present tense could be used:

- 1) To express a habitual action, with adverbs like usually, always, or often. Example: They always play football every Sunday.
- 2) To state a general truth Example: The earth revolves around the sun.
- 3) To express future action, especially with verbs of movement or travel such as „come“, „leave“, „stay“, or „arrive“. Example: She arrives in Hong Kong on Saturday.
- 4) In commentaries on games and plays Example: He takes the shuttlecock and sends it high above the net.

From the explanation above, it can be concluded that students who master the simple present have several characteristics as follows:

- 1) Students understand the meaning of the simple present.
- 2) Students understand the function and timing of using the appropriate simple present in the speaking process and other skills of English.
- 3) Students can use appropriate structures (positive, negative, interrogative) in their daily activities (speaking and writing skills).
- 4) Students understand the context of the reading using the simple

present by looking at the characteristics of the simple present, such as simple present using verb1, and adding -s / -es when a third person singular subject (he, she, it, the man, etc) is present.



CHAPTER III

RESEARCH METHODS

This chapter presents the research method applied in this research study. It covers: research design, research participants, research setting, research subject, research instrument and data collection method, and data analysis technique.

A. Research Design

This type of research was quasi-experimental (Non-equivalent Control Group Design) quantitative research. Quasi-experimental are best to predict the states that can be reached through experiments. The research was conducted by making two groups, which were experiment and control. The first step was to provide initial testing for groups of two classes. The experimental class was given learning using the Video Scribe Sparkol media and the controlled class was given learning without using the media. At the end of the activity, a posttest was given to both classes.

B. Population and Sampling Techniques

1. Population

The population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied so that a conclusion can be drawn.¹⁹ Based on this definition, the population of this research was all of the 9th grade of MTs Unggulan AL-Qodiri 1 Jember which consist of 5 classes. The total number of the population was 130 students.

¹⁹ Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*, (Bandung : CV ALFABETA,2018), hlm 80.

2. Sample

The sample is a small part of the population that is selected according to certain procedures so that it can represent the population.²⁰The sampling technique used in this research was purposive sampling. Purposive sampling is a sampling technique with certain considerations.

The samples selected in this study was 9th A grade as an experimental class and the total number of 23 students consisting of 10 boys and 13 girls, and students from 9th B grade as the control class with the total number of 26 students consisting of 12 boys and 14 girls.

The researcher chose 9th A grade as the experimental class as it was considered more capable of using Video Scribe Sparkol as a medium in grammar learning, and 9th B was selected as the control class because it was considered more suitable for learning grammar conventionally, this was according to the interviews conducted by researchers and the 9th grade English teacher.

C. Technique of Collecting Data and Research Instrument

a. Test

The test is a measurement technique in which there are various questions, statements, or a series of tasks that must be done or answered by the respondent.²¹ It can be concluded that test is a tool to measure a person's ability by answering several related questions. The form of the test used can be categorized into two; those are objective tests and non-objective tests.

²⁰ Ibid, hal 81.

²¹ Arifin, Zainal, *Metode dan Paradigma Baru* (Bandung: PT Remaja Rosdakarya, 2014) p, 226.

The researcher used multiple choice grammar tests for the instrument of this research. Multiple-choice is included to objective test.

Objective test is a test that results can be assessed objectively. It can be assessed by anyone and will get the same result. Because of this objective nature, it does not need to be done by humans; it can be done by a machine such as scanners.²²

Staton (1978) explains that the objective test has important benefits; it can cover targets and moving objects perfectly. The objective test has several benefits, including the time, it takes relatively short to answer, making it easier for students to answer questions because students only choose the correct answer from several available answer choices.

From those theories, the researcher decided to use multiple-choice test for the instrument of this research, because learners can answer the questions objectively in a short time. Besides, multiple-choice test are often used to measure students' ability on the final exam and the national exam because it is considered more efficient and more effective.

The test consisted of 25 items, which were formulated in multiple-choice. The pre-test was given before the treatment and post-test after treatment. The pre-test was administered before the treatment to get data on the student's prior knowledge, while the post-test was given after the last treatment to get data on the effectiveness of using Video Scribe Sparkol as learning media.

²² Erna Labudasari dan Eliya Rochman, *Pengantar Evaluasi Pembelajaran* (Cirebon: CV Confident, 2018) p, 23.

2. Research Instrument

a. Instrument validity test

Validity is a measure that shows the level of validity an instrument. An instrument is said to be valid if it has high validity. So, on the other hand an instrument is said to be less valid if it has low validity.²³

The validity test technique in this study used the product-moment correlation formula using the SPSS for Windows Series 22.0 Computer Program facility. Product moment correlation is a technique to find a correlation between two variables.²⁴ This correlation technique was developed by Karl Pearson. Masrun (1979:133) stated that “This correlation technique to determine the validity of item is the most widely used technique until now”.²⁵ A product-moment correlation technique aims to test whether each item or statement is truly able to reveal the factor to be measured or not.

Saifuddin Azwar (2012) confirmed that an item is said to be valid if correlation coefficient is 0.30. However, if the number of valid items still does not reach the desired amount, the criteria can be decreased slightly from 0.30 to 0.25 or 0.20. The researcher used 0.30 as the validity standard in this research.²⁶

²³ Arikunto, Suharisimi, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2006), 168.

²⁴ Hendrayadi, “Validitas Isi: Tahap Awal Pengembangan Kuesioner”, *Jurnal Riset Manajemen dan Bisnis (JRMB) Fakultas Ekonomi UNIAT*, 2 (Juni, 2017), 171.

²⁵ Masrun, “Realiabilitas dan Cara Menentukannya”, (UGM: Yogyakarta), 133.

²⁶ Saifudin Azwar, *Reliability and Validity*, (Yogyakarta : Pustaka Pelajar, 2012), 73

b. Instrument reliability test

Sugiyono (2005) noted that Reliability is a series of measurements or a series of measuring instruments that have consistent results even though these measurements are carried out repeatedly.

It can be concluded that reliability test aims to measure the consistent level of the instrument whether the instrument has the same result or not although it had used repeatedly in various situation.

In this study, the formula used to find out the reliability of the measuring instrument about the effectiveness of Video Scribe Sparkol as learning media is K-R 20 (Kuder-Richardson) using the Microsoft Excel 2010 version.

Azwar (2008) noted that reliability is expressed by the reliability coefficient, the number range in 0 - 1.00. If the coefficient of the number approaches 1.00, it means that the reliability is higher. However, if the reliability coefficient is close to 0, it means that the reliability is low.²⁷

K-R 20 (Kuder-Richardson) formula is suitable for the type of questionnaire of an answer "yes" or "no", and questions with the type of multiple-choice. The researcher chose this technique because the instrument test was multiple-choice and consisted of 25 items. The prerequisite using this formula was explained as follows:

- If the type of collecting data is multiple-choice; it formulated by score 0 and 1.
- If the total number of test is odd number.

²⁷ Ibid.,83.

Guilford (2004) noted that decision making for reliability coefficient is explained as follows:²⁸

0.80 – 1.00: very high reliability

0.60 – 0.80: high reliability

0.40 – 0.60: moderate reliability

0.20 – 0.40: very low reliability

3. Technique of Data Analysis

Data analysis is an activity after data from all over the respondents or other data sources were collected.²⁹ The data analysis technique was tested by using normality test, homogeneity test, and then independent t-test. The testing was carried out by SPSS application version 22.0.

a. Normality test.

Saeful and Bahruddin (2014) claimed that normality test aims to assess the distribution of data in a group of data or variables, whether the distribution of the data is normally distributed or not.³⁰ Data normally distributed is data that distribution pattern is Bell-shaped and symmetrical, means that the data pattern is not inclined to the left or right.

The researcher used Shapiro-Wilk as formula of normality test on SPSS 22. According to Razali and Wah in Oktaviani at all (2014) the

²⁸ Mudjarad Kuncoro, *Penelitian Kuantitatif: Teori dan Aplikasi Untuk Bisnis dan Ekonomi*, (Yogyakarta: UPP STIM YKPN, 2004), 53.

²⁹ Ibid, p, 207.

³⁰ Asep Saipul Hamdi and E.bahruddin, *Metode Penelitian Kuantitatif Aplikasi dala Pendidikan*, (Yogyakarta : Pustaka Pelajar, 2014), 113.

Shapiro-Wilk test is generally used if the sample is <50 data.³¹ From the theory above the researcher decided to use this formula because the sample is 49 participants only.

b. Homogeneity Test

Homogeneity test aims to ensure that the data set to be measured comes from a homogeneous (same) population. A homogeneity test is conducted to determine whether the data in variables X and Y are homogeneous or not.³²

To test the homogeneity of data, the researcher used Levene's test on SPSS 22. Starkweather (2010) argues that Levene's test has the main objective of knowing that the data set comes from the same sample. The calculation result of this test will show the significance value (p) of two different data groups.

The significance value $(p) > 0.05$ indicates that the data group comes from a population with the same variance (homogeneous). On the other hand, the significance value $(p) < 0.05$ indicates that the data group comes from a population with different variances (heterogeneous).

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³¹ Mohd Razali and Yap Bee Wah "Power Comparisons of Shapiro-wilk, Kolmogorov Smirnov, Lilliefors And Anderson Darling-Tests. Faculty of Computer and Mathematical Science, University Teknologi MARA, 40450 Shah Alam, Selangor, Malaysia.", in *Perbandingan Tingkat Konsistensi Normalitas Distribusi Metode Kolmogorov-Smirnov, Lilliefors, Shapiro-Wilk, dan Skewness- Kurtosis*, (Surabaya : Fakultas Kesehatan Masyarakat Universitas Airlangga, 2014), 134.

³² Ating Somantri dan Sambas Ali Muhidin, *Aplikasi Statistika Dalam Penelitian*, (Penerbit Pustaka Setia: Bandung, 2006), 294.

c. Independent t-test

Independent t-test aims to find out significant difference in the mean between 2 independent groups on the interval/ratio data scale or not. Two independent groups are obtained from different subjects.³³

So it can be concluded that Independent t-test is conducted to determine the difference in the mean of students between the control class with conventional or non-media learning models and the experimental class using Video Scribe Sparkol as a learning media. The independent t-test was done by using the SPSS 22.

Decision making for independent sample t-test was done by comparing the results in the Sig column (2-tailed) with Alpha research.

The basis for making decisions on the Independent Sample T-Test is as follows:

- If the value is Sig. (2-tailed) < Research Alpha (0.05), then H_0 is rejected and H_a is accepted.
- If the value is Sig. (2-tailed) > Alpha Research (0.05), then H_0 is accepted and H_a is rejected.

³³ Imam Ghozali, *Aplikasi Analisis Multivariate dengan Program IBM SPSS*, (Yogyakarta: Universitas Diponegoro Hamdani : 2012), 64.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the overview of school, the description of data, data analysis, hypothesis testing, and discussion based on the result of this research study.

A. Overview of MTs Unggulan Al-Qodiri 1 Jember

1. The History of the Establishment of the flagship MTs Unggulan Al-Qodiri 1 Jember

MTs Unggulan Al-Qodiri 1 Jember was established in 1989 by direct order from the Founder & Caregiver of the Al-Qodiri 1 Jember Islamic Boarding School, namely KH. Achmad Muzakki Syah, and is the first formal educational institution located at the Al-Qodiri Islamic Boarding School 1 Jember.

In the early days of its establishment, in 1989 until 2001, MTs Unggulan Al-Qodiri 1 Jember was led directly by Gus H. Suyuti Ma'sum as the head of the school. Until then in 2001 MTs Unggulan Al-Qodiri 1 Jember was led by Nyai Hj. Elmi Mufidah S.Pd.I. As the head of MTs Unggulan Al-Qodiri 1 Jember, Nyai Hajjah Elmi Mufidah S.Pd.I ordered the management board to make the first "Class of Excellence" program at the Al-Qodiri 1 Jember Islamic Boarding School. And this is the forerunner of the establishment of MTs. Unggulan Al-Qodiri 1 Jember later.

Then after 6 years the Superior Class was established, in 2013 the Superior Class began to run better and was built on an adequate system. Mts

Unggulan Al-Qodiri 1 Jember is located at Jl. Manggar No.98, Gebang Poreng, Gebang, Kec. Patrang, Jember Regency, East Java 68117.

2. Vission, Mission, and Destination of MTs Unggulan Al-Qodiri 1 Jember

a. Vission :

Printing islamic cadres, knowledge, loves the environment and the attitude of instructions

b. Mission:

- 1) Actualizing Islamic values in daily life.
- 2) Organizing Full Day School (FDS) Education
- 3) Implementation of IT-based learning
- 4) Maximizing the Adiwiyata Madrasa program
- 5) Optimizing the competence of the Featured Program in the form of mastery of Arabic, English, Tartilul Qur'an, Tahfidzul Qur'an and Mastery of Reading the Yellow Book
- 6) Build and develop an efficient organizational system for sustainable cadre

c. Destination :

Produce educational outputs that have Islamic character and content of religious knowledge based on faith and devotion to Allah SWT. And have the spirit of da'wah in developing Islam in society. Produce educational outputs that excel, have quality, care for the environment and are resilient in the face of globalization with the provision of adequate and efficient mastery of language and science and technology in society.

B. The Description of Data

In this section, the researcher discusses the description results of the research she conducted on the grammar ability of 9th-grade students at MTs Unggulan Al-Qodiri 1 Jember. Two classes were subjects of the study. The first class was IX-A as the experimental group, and the other class was IX-B as the control group. They were chosen by purposive technique sampling. The experimental group was given Video Scribe as the learning media, while the control group was taught without learning media (taught in conventional ways).

Before and after giving the treatments to both groups, the researcher conducted tests to get the scores of students' grammar ability. Both control and experimental groups were given two types of test. They were the pre-test, the test before giving the treatment, and the post-test, the test after conducting the treatment. After obtaining the pre-test and post-test scores from experimental and control groups, the researcher gave students' grammar score.

The pre-test was held on 15th of April 2021 at 08.00 – 09.00 a.m. in both classes. In the pre-test, the researcher gave the multiple-choice of simple present test to the students. Every student has 60 minutes only to the answer multiple-choice test about the simple present consisting of 25 items. The researcher gave the treatment to the experimental class on April 17th 2021. The researcher gave the students a brief explanation of the video scribe in general, and the lessons they would receive. The explanation of the simple present using the video scribe was divided into 3 sessions, the first was an explanation

of the meaning and function of the simple present, the second was an explanation of the simple present formula, the three researchers provided example sentences using the simple present. In the first session, the researcher played Video Scribe which explained the meaning and function of the simple present, and then the researcher explained again about chapter 1 so that students could better understand, as well as in the second and third chapters. One of the functions of learning media is to help teacher explain the material, therefore an additional explanation was needed from the researcher so that students were not confused in understanding the material presented.

Furthermore for the control class the researcher thought simple present conventionally (non-media) on 18th of April 2021. In this class, the researcher prepared the simple present material such as in the experiment class but did not use any learning media, the researcher only wrote short material on the blackboard and then explained it to the students.

After conducting the treatments, the researcher held a post-test to the experimental and control class. The post-test was held on 19th 2020, it was done by giving multiple-choice simple present test to both groups like the pre-test but it has different content. This kind of test used objective scoring rubric because the type of the test used multiple choice, it consisted of 25 items. The researcher used this kind of the method:

Scoring system:

Table 4. 1 Scoring Rubric

Total items	25
Correct item	4
Incorrect item	0
Maximum score	100

The researcher used point 4 for the correct answer as the total of the test was 25, because $100/25 = 4$

Example:

If the students can answer 20 items so the scoring system will be $= 20 \times 4 = 80$.

1. Students' Grammar Score of The Pre-Test

a. Experimental Class

In this section, the researcher presented the data of the pre-test in the experimental class before given the treatment using Video Scribe as learning media. The researcher has already chosen IX-A as the experimental class which consists of 26 students. The result of students pre-test can be seen in the following table:

Table 4. 2 Simple Present Score of Pre-Test in the Experimental Class

1	2	3
No	Participants	Score
1.	AKA	68
2.	AWW	52
3.	AZA	60
4.	HM	*88

1	2	3
5.	MSM	*76
6.	MLFR	72
7.	MSA	68
8.	MAJ	40
9.	MRA	64
10.	NS	68
11.	RGP	64
12.	AK	72
13.	AMF	72
14.	ARD	60
15.	CLA	*76
16.	DSM	*80
17.	MIA	52
18.	EMNL	*76
19.	LA	72
20.	SR	52
21.	MAP	*80
22.	KN	56
23.	NA	*88
24.	IS	*80
25.	SN	*80

1	2	3
26.	SWF	56
	Mean : $X = \frac{\sum x}{n}$ $\frac{1772}{26} =$	68.1

**The student who passed the Minimum Mastery Criterion- (Kriteria Ketuntasan Miniman)(75)*

Based on the table, the data revealed that the mean score of pre-test in the experimental class was 68.1. There were only 9 students who passed the Minimum Mastery Criterion (75), and 17 students who still get the score below the Minimum Mastery Criterion (75). It can be seen that the minimum score gained by students was 40, while the maximum score gained by students was 88.

b. Control Class

Another section, the researcher presented the data of the pre-test in the control class. The researcher has already chosen IX- B as the control class. The class consisted of 23 students. The result of students pre-test can be seen in the following table:

Table 4. 3 Simple Present Score of Pre-Test in the Control Class

1	2	3
No	Participants	Score
1.	AL	*84
1	2	3

2.	ATA	48
3.	AWRZ	*92
4.	AH	*80
5.	ANF	*84
6.	ADR	56
7.	LB	68
8.	MIFA	72
9.	MA	*76
10.	MAMR	*88
11.	MRA	*76
12.	ZA	72
13.	BI	64
14.	DC	56
15.	ISZB	68
16.	LA	68
17.	MIF	64
18.	MRA	*76
19.	NA	72
20.	NMP	60
21.	ORS	*76
22.	SQI	*80
23.	SR	52

1	2	3
	<p>Mean :</p> $\bar{X} = \frac{\sum x}{n}$ $\frac{1632}{23} =$	70.9

**The student who passed the Minimum Mastery Criterion-Kriteria Ketuntasan Miniman (KKM) (75)*

Based on the table, the data revealed that the mean score of pre-test in the control class was 70.9. There were only 10 students who passed the Minimum Mastery Criterion (75), and thirteen students who still get the score below the Minimum Mastery Criterion (75). It can be seen that the minimum score gained by students was 48, while the maximum score gained by students was 92.

2. Students' Grammar Score of The Post-Test

a. Experimental Class

This section presents the data of post-test in the experimental class that was taught using Video Scribe as learning media. The data was obtained from the grammar test, the score is explained as follows:

Table 4. 4 Simple Present Score of Post-Test in the Experimental Class

1	2	3
No	Participants	Score
1.	AKA	*80
2.	AWW	*84
3.	AZA	*88

1	2	3
4.	HM	*96
5.	MSM	*88
6.	MLFR	*80
7.	MSA	*80
8.	MAJ	72
9.	MRA	*80
10.	NS	*88
11.	RGP	*84
12.	AK	*80
13.	AMF	*92
14.	ARD	*76
15.	CLA	*88
16.	DSM	*96
17.	MIA	64
18.	EMNL	*88
19.	LA	*88
20.	SR	*76
21.	MAP	*84
22.	KN	68
23.	NA	*96
24.	IS	*84

1	2	3
25.	SN	*92
26.	SWF	72
	<p>Mean :</p> $X = \frac{\sum x}{n}$ $\frac{2164}{26} =$	83.23

**The student who passed the Minimum Mastery Minimum*

Criterion- Kriteria Ketuntasan Miniman (KKM) (75)

Based on the result of the post-test, the data revealed that the mean score of the post-test was 83.23. There were only 4 students who get a score below the Minimum Mastery Minimum Criterion (75), and the other students were passed the Minimum Mastery Criterion (75). The highest achievement score gained by the student was 96, and the lowest achievement score gained by the student was 64. It can be seen that the data shown has increased scores from the pre-test results before and after taught by using Video Scribe as learning media.

b. Control Class

The post-test score of the control class is presented as follows:

Table 4.5 Simple Present Score of Post-Test in the Control Class

1	2	3
No	Participants	post
1.	AL	*88
2.	ATA	72

1	2	3
3.	AWRZ	*88
4.	AH	*84
5.	ANF	*80
6.	ADR	*76
7.	LB	72
8.	MIFA	*84
9.	MA	*80
10.	MAMR	*92
11.	MRA	*80
12.	ZA	*80
13.	BI	*76
14.	DC	60
15.	ISZB	72
16.	LA	76
17.	MIF	72
18.	MRA	*80
19.	NA	*76
20.	NMP	*76
21.	ORS	*80
22.	SQI	*84
23.	SR	68

1	2	3
	<p>Mean :</p> $\mathbf{X} = \frac{\Sigma \mathbf{x}}{\mathbf{n}}$ $\frac{1800}{23} =$	78.26

**The student who passed the Minimum Mastery Criterion-Kriteria Ketuntasan Miniman (KKM) (75)*

Based on the result of the post-test, the data revealed that the mean score of the post-test was 78.26. There were only 6 students who get a score below the Minimum Mastery Minimum Criterion (75) and the others students were passed the Minimum Mastery Minimum Criterion (75). The highest achievement score gained by the student was 92, and the lowest achievement score gained by the student was 60.

B. Data Analysis

In this section the data were taken from two classes, those were the experimental class and the control class. Data analysis was done to find out the comparison between two classes used in this research. The experimental class was taught using Video Scribe as learning media, while the control class was taught konvensional. The comparison of the value was seen from the data obtained through the pre-test and post-test. The researcher provided the table list of the score in the pre-test and post-test of the experimental class and the control class as follow:

Table 4. 6 The Data of the 2 Classes Studied

No	Experimental Class		Control Class	
	Pre-Test	Post Test	Pre Test	Post Test
1	68	*80	*84	*88
2	52	*84	48	72
3	60	*88	*92	*88
4	*88	*96	*80	*84
5	*76	*88	*84	*80
6	72	*80	56	*76
7	68	*80	68	72
8	40	72	72	*84
9	64	*80	*76	*80
10	68	*88	*88	*92
11	64	*84	*76	*80
12	72	*80	72	*80
13	72	*92	64	*76
14	60	*76	56	60
15	*76	*88	68	72
16	*80	*96	68	76
17	52	64	64	72
18	*76	*88	*76	*80
19	72	*88	72	*76
20	52	*76	60	*76
21	*80	*84	*76	*80
22	56	68	*80	*84
23	*88	*96	52	68
24	*80	*84		
25	*80	*92		
26	56	72		

IAIN JEMBER

1. Descriptive Analysis

In making the categorization of students grammar ability scores, the researcher used SPSS version 22 to find out the mean (M) and standard deviation (SD). The Mean is the average score of the students' scores and it can be found by adding all the students' scores and dividing them by the number of the students. Meanwhile, the standard deviation is a measurement of how the scores are spread out. In this section, the researcher divided the categorization into four main parts. They were the category of the experimental group pre-test, the category of the experimental group post-test, the category of the control group pre-test and the category of the control group post-test.

**Table 4. 7 The Display Data Description Output
Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Experimental	26	40	88	68.15	12.052
Post Test Experimental	26	64	96	83.23	8.468
Pre Test Control	23	48	92	70.96	11.519
Post Test Control	23	60	92	78.09	7.122
Valid N (listwise)	23				

The data presented above is descriptive statistical analysis result data that includes: minimum score, the maximum score, mean score, and standard deviation. By looking at the data above, we can find out the mean score or

the average score of pre-test and post-test in the experimental class and the control class. The post-test of experimental class experienced significant differences from previous pre-test results. This result can be interpreted that there is an influence or there is an effect of Video Scribe Sparkol to students's grammar ability at 9th grade of MTs Unggulan Al-Qodiri 1 Jember in academic year 2020/2021.

2. Normality Test

The second step to analyze the data is doing normality test. The Normality test in this research study was conducted to qualify the absolute prior to statistical analysis. In this phase, the researcher used Shapiro-Wilk as technique of normality test and the results are presented as follows:

**Table 4. 8 The Normality Data Output
Tests of Normality**

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Experimental	.120	23	.200*	.969	23	.672
Post Test Experimental	.144	23	.200*	.949	23	.282
Pre Test Control	.104	23	.200*	.979	23	.895
Post Test Control	.133	23	.200*	.963	23	.529

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Normality test above only focused on the significant value of the Shapiro-Wilk. In the Shapiro-Wilk normality test, it can be seen that the data is normally distributed because the significance value is >0.05 . All significance values of Shapiro-Wilk are more than 0.05.

3. Homogeneity Test

Besides testing the normal distribution of the data, it is also necessary to test whether the sample variance was homogeneous or not. The test of the variance homogeneity which is gained from SPSS version 22, a homogeneity test is performed to see whether the post-test data in the experimental class and the control class are homogeneous or heterogeneous, because the homogeneous data is one of the requirements to conduct the independent sample t-test. The result can be seen in table 4.8:

**Table 4. 9 The Homogeneity Data Output
Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Students' Grammar Ability	Based on Mean	.874	1	47	.355
	Based on Median	.715	1	47	.402
	Based on Median and with adjusted df	.715	1	46.875	.402
	Based on trimmed mean	.805	1	47	.374

According to decision making for homogeneity test in chapter 3 is as follows:

- If the significance value is < 0.05 , it is said that the variants of two or more groups of the data population are not homogeneous.
- If the significance value is > 0.05 , it is said that the variants of two or more groups of the data population are homogeneous.

Based on the data output above, it is known that the significance (sig.) is

0,355 > 0,05. So it can be concluded that the data on post-test of experimental class and control class are homogenous, it means that the data group comes from a population with the same variance (homogeneous). Therefore, one of the independent sample t-test requirements has been fulfilled.

4. Independent Sample T-test

An independent sample t-test was conducted to determine whether the two sample groups had significant differences on the average or not. Independent sample t-test was conducted by testing the post-test data of the experimental class and the control class. The result shown in table 4.9 below:

Table 4. 10 The output data of Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil belajar siswa	Equal variances assumed	.874	.355	2.284	47	.027	5.14381	2.25179	.61379	9.67384
	Equal variances not assumed			2.309	46.894	.025	5.14381	2.22779	.66180	9.62582

Decision making for independent sample t-test can be done by comparing the results in the Sig column (2-tailed) with Alpha research.

The basis for making decisions on the Independent Sample T-Test is as follows:

- If the value is Sig. (2-tailed) $<$ Research Alpha (0.05), then H_0 is rejected and H_a is accepted.
- If the value is Sig. (2-tailed) $>$ Alpha Research (0.05), then H_0 is accepted and H_a is rejected.

Based on the data above, the significance sig. (2 tailed) is $0.027 < 0, 05$.

Then, there is a different on the average of data post-test in the experimental class and control class.

C. Hypotheses Testing

1. If the value Sig. (2-tailed) of Independent Sample T-test is $<$ Research Alpha (0.05), the alternative hypotheses (H_a) is accepted and null hypotheses (H_0) is rejected. It means that there is an effect of the use of Video Scribe Sparkol to students' grammar ability at Mts Unggulan Al-Qodiri 1 Jember academic year 2020/2021. So, the use of Video Scribe Sparkol is effective for students of 9th grade.
2. If the value Sig. (2-tailed) of Independent sample t-test $>$ Research Alpha (0.05), the null hypotheses (H_0) is accepted and alternative hypotheses (H_a) is rejected. It means that there is no an effect of the use of Video Scribe Sparkol to students' grammar ability at Mts Unggulan Al-Qodiri 1 Jember academic year 2020/2021. So, the use of Video Scribe Sparkol is effective for students of 9th grade.

3. Based on the calculation in Independent Sample t-test, it is obtained the significance sig. (2 tailed) is $0.027 < 0.05$. If the value Sig. (2-tailed) of Independent Sample T-test is $<$ Research Alpha (0.05), the alternative hypotheses (H_a) is accepted and if the value Sig. (2-tailed) of Independent sample t-test is $>$ Research Alpha (0.05), the null hypotheses (H_0) is accepted. Because significance sig. (2 tailed) of Independent Sample t-test is $0.027 < 0.05$, it means (H_0) is rejected. It means that there is a significant difference between the mean scores of the control class and the experimental class.

D. Discussion

This study aims to determine how the influence of the use of Video Scribe Sparkol as learning media on the students' grammar ability of 9th-grade students at MTs Unggulan Al-Qodiri 1 Jember in academic year 2020/2021. The data collection technique used by researchers is a grammar test. The grammar test was conducted in the experimental class and the control class of the 9th grade students.

In the experimental class, the researcher conducted a pre-test and post-test to compare the grammar scores achieved by students before and after treatment (Video Scribe Sparkol). Then, for the control class the researcher taught about simple present material conventionally (without any treatment or media).

From the data in the data analysis, it can be seen that the average pre-test score in the experimental class before being taught using Video Scribe Sparkol was 68,3 with the minimum score for students was 40 and the maximum score

for students was 88. It means that the average data was still low. After the researcher taught the material using Video Scribe Sparkol, data analysis was obtained from the post-test with a mean score of 83,23. The minimum score achieved by students in the post-test was 64 and the maximum score was 96. The results of the data in the previous chapter show that the use of Video Scribe was very effective and alternative learning in grammar learning. Therefore, as quoted in hypothesis testing, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. So, Video Scribe not only makes students spirit in the learning process but also increase their grammar ability. Joyce & B. White: (2015) also stated that video scribe is able to create unique classes and it has been used by 63 academics around the world to support interactive learning.³⁴

There was a theory that prove the result of this research about the effect of using Video Scribe Sparkol on students' grammar ability, that was on the thesis of Andi Sessu entitled "*The Effectiveness Of Video Scribe In Teaching English At SMPN 1 Molawe Konawe Utara*" it can affirm that Video Scribe was good teaching and learning tools to be implemented in English classes due to the advantages in cultural aspects, vocabulary and pronunciation, writing, listening, speaking, and reading comprehension that is offered to students that were in the process of learning a foreign language.³⁵ The theory said that Video Scribe was positively had significant effect in increasing students' motivation

³⁴ Joyce and B. White, *Model of Teaching*, (Boston : Pearson/Allyn and Bacon Publishers : 2015), 105

³⁵ Andi Sessu. "*The Effectiveness Of Video Scribe Sparkol In Teaching English At SMPN 1 Molawe Konawe Utara*". *Journal of Language Education and Educational Technology*. Vol.3 No.1.2018.

in learning English as learning media.

Before teaching the simple present using Video Scribe as a learning media in IX-A as experimental class, the students of IX-A felt bored and sleepy in the learning process and they found it difficult to memorize the existing simple present formula. They often cannot distinguish one tense formula from another. During the pre-test process, many students felt difficulties in answering questions. There were some students who still did not understand the function of the simple present. However, after doing the treatment, in doing the post-test many students could easily answer the grammar questions. Therefore, in the post-test, the students' scores experienced a significant increase as shown in the previous data.

The use of Video Scribe Sparkol as a learning media make students understood more about the material because many pictures are available on-screen and explanations show more in everyday life. This required students to be more active in the class. It can be seen from the enthusiasm in the learning process and the results of the evaluation in the experimental class. It can be concluded that the use of Video Scribe as learning media has an influence on student learning outcomes compared to classes taught without using any media.

In class IX-B as a control class, the researcher taught and explained the simple present with conventional methods without using any media. The researcher explained the meaning of the simple present followed by the functions, formulas, and examples of the simple present. In the pre-test examination, the researcher asked students to answer multiple-choice questions

that had been provided by the researcher. From the result of the pre-test, it can be concluded that many of the students did not understand the functions and the used of the simple present, especially the used of formulas.

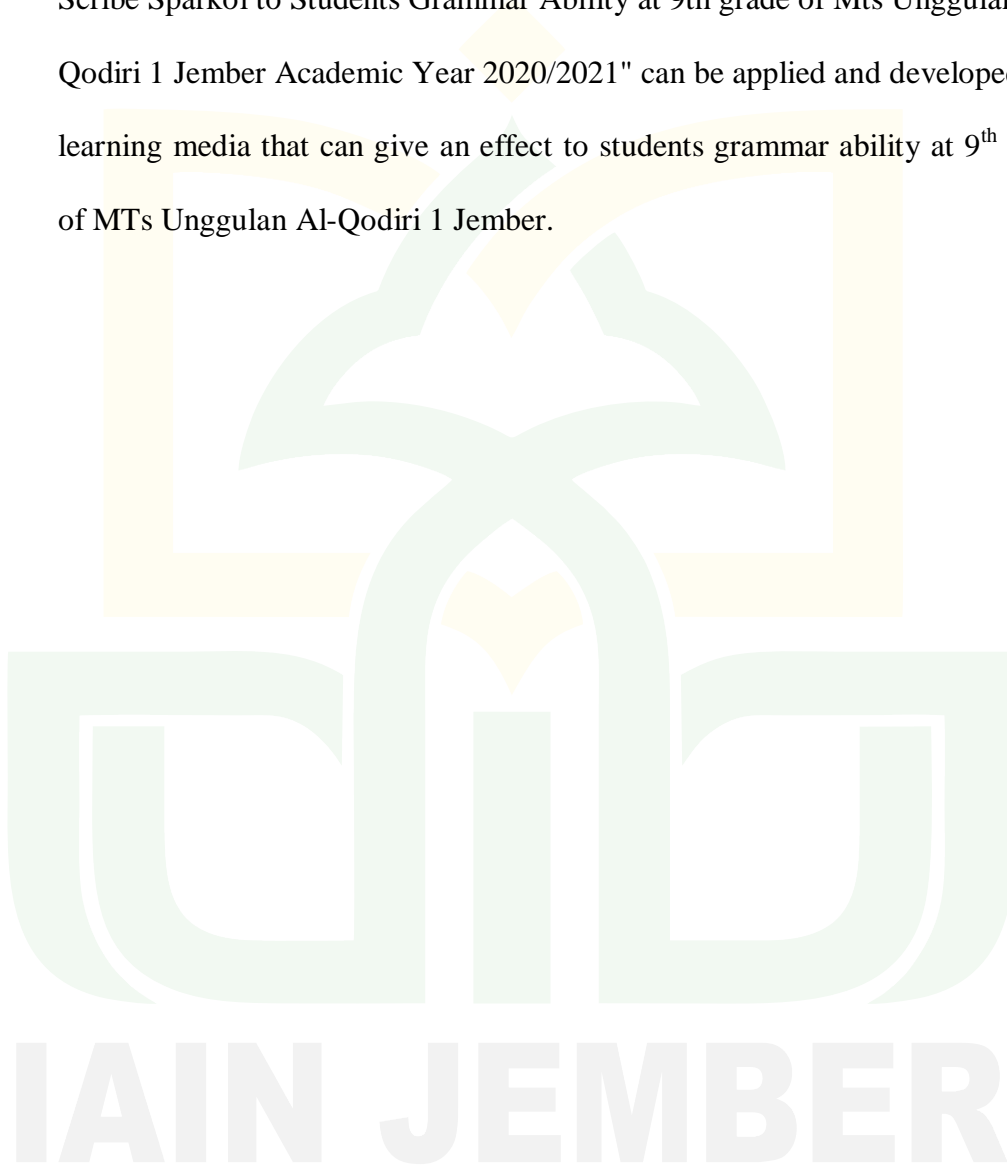
After conducted the pre-test the researcher taught and explained about the simple present which was not much different from the experimental class, but the treatment in this class did not use any media, the researcher gave 25 multiple-choice post-test questions. According to the comparison between the experimental class and the control class, the classes that used conventional learning media are less responsive than classes that use Video Scribe as learning media.

During the learning process, some students in the control class did not focus on understanding the material of simple present, and the other students did not understand some examples of the simple present sentences. It was inversely proportional to the experimental class that had the advantage of displaying material in the form of animation, namely videos and images that can move differently than blackboard media that cannot display moving images so that students in the experimental class who used Video Scribe were more active and interested follow the learning process compared to the control class that used blackboard as learning media.

Based on research conducted by Roudatus Sarifah at SMP Fuadi An-Nur Bangkalan in academic year 2019/2020 entitled "The effectiveness of Videos Scribe as innovative media to increase students reading comprehension" the score of the post-test students was higher than the pre-test score of students. So

the researcher concluded that Videos Scribe Sparkol can be applied in teaching reading to help teacher improved students reading comprehension.³⁶

Based on the explanation above, the research "The Effectiveness of Video Scribe Sparkol to Students Grammar Ability at 9th grade of Mts Unggulan Al - Qodiri 1 Jember Academic Year 2020/2021" can be applied and developed as a learning media that can give an effect to students grammar ability at 9th grade of MTs Unggulan Al-Qodiri 1 Jember.



³⁶ Roudatus Sarifah. "The effectiveness of videos described as innovative media to increase students reading comprehension". English Teaching Journal: A journal of English Literature, Linguistics, and Education. Vol. 8.No. 1. June 2020. Hal 19.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the research study. The conclusion summarizes all the discussion that is directly related to the formulation of the problem and the purpose of the study and which has been described in the previous chapter, whereas suggestion referred to or sourced from research findings, discussions, and final conclusions of the study.³⁷

A. Conclusion

The conclusion of this research study is supported by three findings based on the result of the research study that has been discussed in the data analysis, hypotheses testing and discussion in the previous chapter. It answers the problem formulation in the Chapter I. The pre-test result of the experimental class revealed that the mean score was 68.15. Meanwhile, the post-test result showed that the mean score was 83.23, which improved by 15.08 points. So it can be concluded that the students' grammar ability of the experimental group was significantly improved.

Based on the findings of the analysis, it can be concluded that there was an effect of Video Scribe Sparkol to students' grammar ability at 9th grade of MTs Unggulan Al-Qodiri 1 Jember. It show that the significance sig. (2 tailed) is $0.027 < 0.05$. It means the alternative hypothesis (H_a) is accepted. Therefore, the alternative hypothesis, "there is an effect of Video Scribe Sparkol to students' grammar ability at 9th grade student of MTs Unggulan AL Qodiri 1

³⁷ Tim Penyusun Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember, *Pedoman Penulisan Karya Ilmiah*, (Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember: Jember, 2019), 85.

Jember” is accepted.

B. Suggestion

1. For teachers:

The researcher suggested the English teacher to use media in the teaching and learning process, especially Video Scribe for English learning, because Video Scribe was effective media that can make students enthusiastic in learning English, especially in understanding and learning grammar.

2. For future researchers:

The researcher suggested to future researchers with a similar topic to use this research result as a source and information, because it allows the future researchers to get some important information about Video Scribe Sparkol on student’s grammar ability.



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APPENDIX

APPENDIX 1

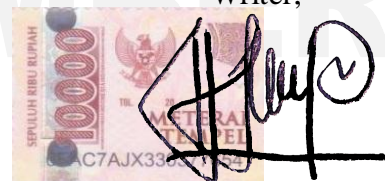
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States that thesis entitled “The Effectiveness of Video Sparkol to to Student’s Grammar Ability at 9th Grade of MTs Unggualn Al-Qodiri 1 Jember in Academic Year 2020/2021” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do to the fact; I am the only person responsible for the thesis if there is any objection or claim from other.

Jember, April 25th 2020
Writer,



Viola Putri Syafii
NIM. T20176100

APPENDIX 2

CURRICULUM VITAE



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- d) MA Al-Qodiri 1 Jember graduated in 2017

APPENDIX 3

RESEARCH JOURNAL

COLLECTED THE DATA FROM NOTE-TAKING STRATEGY

No	Thing to Do	Time	Notes
1	Formulate a research problem	15 th September 2020	<ul style="list-style-type: none"> ➤ Make a research problem <ul style="list-style-type: none"> • My research has one research problem that is “is there any significant effect of video scribe sparkol to students’ grammar ability?”
2	determine the theoretical review	16 th September 2020	<ul style="list-style-type: none"> ➤ looking for a theory to answer the research problem formulation <ul style="list-style-type: none"> • the definition of Video Scribe, and Students Grammar ability
3	formulate a hypothesis	1 st November 2020	<ul style="list-style-type: none"> ➤ From the formulation of the problem, the researcher tries to answer (provide solutions) obtained from the search for relevant theories. The answers obtained are then referred to as temporary answers or hypotheses.
4	Carryout the data collection	28 th of March 2021	<ul style="list-style-type: none"> ➤ Making research instruments in the form of tests <ul style="list-style-type: none"> • The researcher used multiple choice grammar tests for the instrument of this research. Multiple-choice is included to objective test consist of 25 items.
6	Validation of data	9 th April 2021	<ul style="list-style-type: none"> ➤ Checking and validating the data <ul style="list-style-type: none"> • One lecture of English major and using spss application 20.0 version
5	Analyzing the data	2 nd May 2021	<ul style="list-style-type: none"> ➤ Data analysis was carried out to answer the hypothesis that had been made earlier. The analytical technique used in quantitative research is statistics. <ul style="list-style-type: none"> • The researcher using spss application 20.0 version
7	Conclusion	31 st May 2021	<ul style="list-style-type: none"> ➤ Concluding the data, based on the results of analysis data



YAYASAN AL-QODIRI JEMBER
MTs. AL QODIRI I JEMBER

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No. : B-286/Mts.13.32.555/PP.05/04/2021
 Lampiran : -
 Perihal : Surat Keterangan Selesai Penelitian

21 April 2021

Yang bertanda tangan dibawah ini:


Nama : Hj. Ilmi Mufidah, S.Pd.I
 Jabatan : Kepala MTs Al-Qodiri I Jember

Menerangkan bahwa :

Nama : Viola Putri Syafii
 NIM : T20176100
 Program Studi : Tadris Bahasa Inggris
 Judul Penelitian : **THE EFFECTIVENESS OF VIDEO SCRIBE SPARKOL TO STUDENTS GRAMMAR ABILITY IN ACADEMIC YEAR 2020/2021**

Benar-benar telah melakukan penelitian di lembaga kami mulai bulan 05 April 2021 sampai 21 April 2021.

Demikian surat keterangan selesai penelitian dibuat untuk digunakan sebagaimana mestinya.

Kepala
 MTs. Al Qodiri I Jember

 Ilmi Mufidah



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://itik.iain-jember.ac.id](http://itik.iain-jember.ac.id) e-mail : tariyah.iainjember@gmail.com

Nomor : B. 1396/In.20/3.a/PP.00.9/04/2021 05 April 2021
Sifat : Biasa
Lampiran : -
Hal : Permohonan Ijin Penelitian

Yth. Kepala MTs UNGGULAN AL-QODIRI 1 JEMBER
Jl. Manggar No.139A, Gebang Poreng, Gebang, Kec. Patrang, Kabupaten Jember,
Jawa Timur 68117

Assalamualaikum Wr Wb.

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

Nama : VIOLA PUTRI SYAFII
NIM : T20176100
Semester : VIII
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai **THE EFFECTIVENESS OF VIDEO SCRIBE SPARKOL TO STUDENTS GRAMMAR ABILITY IN ACADEMIC YEAR 2020/2021** selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak/Ibu Ny.H.ELMI MUFIDAH.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Waka Kesiswaan

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 05 April 2021

Dekan
Wakil Dekan Bidang Akademik,



Mashudi

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah	: MTs Al – Qodiri 1 Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX (B) / Genap (Control Class/Non-media)
Judul Bab	: Simple Present
Materi Pokok	: Menyebutkan fungsi dan rumus simple present, serta membuat kalimat dengan menggunakan simple present.
Alokasi Waktu	: 2JP 1x (TM)

A. Kompetensi Inti

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **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.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan 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 Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks.	3.6.1 Mengidentifikasi struktur text "simple present tense" 3.6.2 Mengidentifikasi unsur kebahasaan dalam text "simple present tense" 3.6.3 Mengidentifikasi fungsi sosial dari text "simple present tense" 3.6.4 Mengidentifikasi tujuan komunikatif dari text "simple present tense"

C. Materi Pembelajaran

➤ Fungsi Sosial

Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di masa sekarang yang merujuk waktu terjadinya suatu kegiatan.

➤ Struktur Teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

➤ Unsur Kebahasaan

- Pernyataan dan pertanyaan terkait fungsi dan rumus simple present.
- Menuliskan rumus simple present (*S + VI + {O+ ket}*)
- Menuliskan contoh kalimat simple present secara umum dan mudah (*You eat rice everyday*)

➤ **Topik**

Waktu kejadian/peristiwa/ kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KL.

D. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis

E. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas IX, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

F. Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan

1. Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik
3. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
4. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

b. Kegiatan Inti (60)

Kegiatan Mengamati (40 menit)

1. Guru menjelaskan simple present yang telah tersedia di buku melalui papan tulis.
2. Guru meminta siswa menyimak penjelasan pada papan tulis dan menggaris bawahi pengertian, rumus, dan contoh kalimat simple present.

3. Setelah mengamati penjelasan mengenai simple present pada papan tulis, guru meminta siswa untuk lebih memahami contoh kalimat dari simple present.
4. Peserta didik mengamati dan menulis semua penjelasan tentang simple present yang telah dijelaskan pada papan tulis.

Kegiatan Menanya (5 Menit)

1. Guru memberikan pertanyaan yang menyatakan tentang simple present,
2. Peserta didik merespon pertanyaan yang diajukan guru,
3. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan simple present pada papan tulis.

Kegiatan mengasosiasi (15 menit):

1. Peserta didik mencatat kemampuan dan ketidakmampuan yang dimiliki diri dan teman menggunakan simple present.
2. Peserta didik menuliskan hasil interview dalam bentuk kalimat menyatakan kemampuan dan ketidakmampuan, menggunakan simple present.
3. Peserta didik menemukan konsep tentang ungkapan kemampuan dan ketidakmampuan menggunakan simple present.
4. Guru membantu siswa menyimpulkan konsep yang ditemukan.

Kegiatan Penutup (5 menit):

1. Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
2. Guru menutup pembelajaran dengan membaca doa.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah	: MTs Al – Qodiri 1 Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX (A) / Genap (Experimental Class)
Judul Bab	: Simple Present
Materi Pokok	: Menyebutkan fungsi dan rumus simple present, serta membuat kalimat dengan menggunakan simple present.
Alokasi Waktu	: 2JP 1x (TM)

A. Kompetensi Inti

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **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.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan 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 Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks.	3.6.1 Mengidentifikasi struktur text "simple present tense" 3.6.2 Mengidentifikasi unsur kebahasaan dalam text "simple present tense" 3.6.3 Mengidentifikasi fungsi sosial dari text "simple present tense" 3.6.4 Mengidentifikasi tujuan komunikatif dari text "simple present tense"

C. Materi Pembelajaran

➤ Fungsi Sosial

Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di masa sekarang yang merujuk waktu terjadinya suatu kegiatan.

➤ Struktur Teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

➤ Unsur Kebahasaan

- Pernyataan dan pertanyaan terkait fungsi dan rumus simple present.
- Menuliskan rumus simple present ($S + V1 + \{O + ket\}$)
- Menuliskan contoh kalimat simple present secara umum dan mudah (*You eat rice everyday*)

➤ **Topik**

Waktu kejadian/peristiwa/ kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

D. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian
- ❖ Video Scribe

2. Alat/Bahan

- ❖ Proyektor LCD, sound Bluetooth
- ❖ Laptop

E. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas IX, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

F. Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan

1. Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik
3. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
4. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

b. Kegiatan Inti (60)

Kegiatan Mengamati (40 menit)

1. Guru menjelaskan simple present menggunakan Video Scribe.
2. Guru meminta siswa mengamati Video Scribe dan menggaris bawahi pengertian, rumus, dan contoh simple present.
3. Setelah mengamati penjelasan mengenai simple present pada Video Scribe, guru meminta siswa untuk lebih memahami contoh kalimat dari simple present
4. Peserta didik mengamati dan menulis semua penjelasan tentang simple present yang telah dijelaskan pada menggunakan Video Scribe.

Kegiatan Menanya (5 Menit)

1. Guru memberikan pertanyaan yang menyatakan tentang simple present,
2. Peserta didik merespon pertanyaan yang diajukan guru,
3. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan simple present pada layar Video Scribe yang telah disajikan.


Kegiatan mengasosiasi (15 menit):

1. Peserta didik mencatat kemampuan dan ketidakmampuan yang dimiliki diri dan teman menggunakan simple present.
2. Peserta didik menuliskan hasil interview dalam bentuk kalimat menyatakan kemampuan dan ketidakmampuan, menggunakan simple present.
3. Peserta didik menemukan konsep tentang ungkapan kemampuan dan ketidakmampuan menggunakan simple present.
4. Guru membantu siswa menyimpulkan konsep yang ditemukan.

Kegiatan Penutup (5 menit):

1. Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
2. Guru menutup pembelajaran dengan membaca doa.

APPENDIX 4 (VALIDITY & RELIABILITY SHEET)

 KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI (UIN) KH ACHMAD SIDDIQ FAKULTAS TARBIYAH DAN ILMU KEGURUAN Jl. Mataram No.1, Karang Miuwo, Mangli, Kec. Kaliwates, Kabupaten Jember, Jawa Timur 68136	FORM (FR)	Tgl. Terbit : 9 April 2021
		No. Revisi : 00
		Hal : 1/1
LEMBAR VALIDASI DAN VERIFIKASI SOAL		

A. Petunjuk

1. Berdasarkan pendapat Bapak/Ibu berilah penilaian: TV (Tidak Valid); KV (Kurang Valid); CV (Cukup Valid); V (Valid).
2. Berdasarkan pendapat Bapak/Ibu berilah penilaian: TDP (Tidak dapat dipahami); KDP (Kurang dapat dipahami); DP (Dapat dipahami); SDP (Sangat dapat dipahami)
3. Sebagai petunjuk untuk mengisi tabel, perhatikan hal berikut:
 - a. Validitas Isi
 - 1) Soal sesuai dengan silabus (SK/KD/Indikator)
 - 2) Soal dirumuskan dengan singkat dan jelas
 - 3) Petunjuk pengerjaan soal ditulis dengan jelas
 - b. Bahasa dan Penulisan Soal
 - 1) Soal menggunakan bahasa Indonesia yang baku sesuai kaidah EYD
 - 2) Soal menggunakan bahasa yang komunikatif, mudah dipahami dan tidak menimbulkan penafsiran yang ganda
4. Isilah kolom berikut ini (v):

Butir Soal	Validitas Isi				Bahasa dan Penulisan Soal			
	Tidak Valid	Kurang Valid	Cukup Valid	Valid	Tidak Dapat Dipahami	Kurang Dapat Dipahami	Dapat Dipahami	Sangat Dapat Dipahami
1.				V				SDP
2.				V				SDP
3.				V				SDP
4.				V				SDP
5.				V			DP	
6.				V				SDP
7.				V			DP	
8.				V				SDP
9.				V				SDP
10.				V				SDP
11.				V				SDP
12.				V				SDP
13.				V				SDP
14.				V				SDP
15.				V				SDP
16.		KV						SDP
17.				V				SDP
18.				V				SDP
19.			CV				DP	
20.			CV				DP	
21.				V			DP	
22.				V				SDP
23.				V				SDP
24.				V				SDP
25.			CV				DP	

Catatan : Silabus dan soal dilampirkan

B. Saran

Soal kurang valid tidak sesuai dengan indikator soal. Soal cukup valid perlu diperbaiki instruksinya. Face validity instrument perlu diperbaiki agar lebih menarik untuk diberikan pada siswa. Soal dengan kode DP memiliki kesalahan grammar/mechanic.

C. Rekomendasi

Penilaian secara umum (berilah tanda v):

- a. Layak untuk dipakai tanpa revisi
- b. Layak untuk dipakai dengan revisi sesuai saran (v)

 <p>KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI (UIN) KH ACHMAD SIDDIQ FAKULTAS TARBIYAH DAN ILMU KEGURUAN Jl. Mataram No.1, Karang Miuwo, Mangli, Kec. Kaliwates, Kabupaten Jember, Jawa Timur 68136</p>	FORM (FR)	Tgl. Terbit : 9 April 2021
		No. Revisi: : 00
		Hal : 2/1
LEMBAR VALIDASI DAN VERIFIKASI SOAL		

c. Tidak layak dipakai

Mengetahui,
Ketua Jurusan/Prodi

.....
NIP.

Jember,
Validator



Praptika Septi Femilia, M.Pd.
NUP 20160390


IAIN JEMBER

Validation Question Table

No Soal	Pearson Correlation	Nilai Sig.	Kesimpulan	Interpretasi
Soal 1	0,456	0,43	Valid	Cukup
Soal 2	0,560	0,05	Valid	Tinggi
Soal 3	0,641	0,01	Valid	Tinggi
Soal 4	0,458	0,042	Valid	Cukup
Soal 5	0,455	0,029	Valid	Cukup
Soal 6	0,619	0,002	Valid	Tinggi
Soal 7	0,600	0,002	Valid	Tinggi
Soal 8	0,501	0,015	Valid	Cukup
Soal 9	0,510	0,022	Valid	Cukup
Soal 10	0,563	0,005	Valid	Tinggi
Soal 11	0,433	0,039	Valid	Cukup
Soal 12	0,510	0,022	Valid	Cukup
Soal 13	0,563	0,005	Valid	Tinggi
Soal 14	0,470	0,023	Valid	Cukup
Soal 15	0,475	0,022	Valid	Cukup
Soal 16	0,510	0,013	Valid	Cukup
Soal 17	0,499	0,015	Valid	Cukup
Soal 18	0,528	0,010	Valid	Tinggi
Soal 19	0,486	0,019	Valid	Cukup
Soal 20	0,523	0,010	Valid	Cukup
Soal 21	0,176	0,421	Tidal Valid	
Soal 22	0,481	0,020	Valid	Cukup
Soal 23	0,528	0,010	Valid	Tinggi
Soal 24	0,428	0,042	Valid	Cukup
Soal 25	0,327	0,128	Tidal Valid	

IAIN JEMBER

		soal1	soal2	soal3	soal4	soal5	soal6	soal7	soal8	soal9
soal1	Pearson Correlation	1	.500 [*]	.176	.176	.009	.110	.128	-.009	.167
	Sig. (2-tailed)		.015	.423	.423	.966	.619	.559	.966	.446
	N	23	23	23	23	23	23	23	23	23
soal2	Pearson Correlation	.500 [*]	1	.280	.280	-.024	.509 [*]	.397	.024	-.018
	Sig. (2-tailed)	.015		.195	.195	.912	.013	.061	.912	.935
	N	23	23	23	23	23	23	23	23	23
soal3	Pearson Correlation	.176	.280	1	-.415 [*]	.375	.564 ^{**}	.565 ^{**}	.164	.278
	Sig. (2-tailed)	.423	.195		.049	.078	.005	.005	.454	.199
	N	23	23	23	23	23	23	23	23	23
soal4	Pearson Correlation	.176	.280	-.415 [*]	1	.016	-.008	-.137	.164	-.122
	Sig. (2-tailed)	.423	.195	.049		.944	.970	.532	.454	.581
	N	23	23	23	23	23	23	23	23	23
soal5	Pearson Correlation	.009	-.024	.375	.016	1	.244	.124	.460 [*]	-.071
	Sig. (2-tailed)	.966	.912	.078	.944		.262	.573	.027	.749
	N	23	23	23	23	23	23	23	23	23
soal6	Pearson Correlation	.110	.509 [*]	.564 ^{**}	-.008	.244	1	.313	.143	.037
	Sig. (2-tailed)	.619	.013	.005	.970	.262		.147	.515	.865
	N	23	23	23	23	23	23	23	23	23
soal7	Pearson Correlation	.128	.397	.565 ^{**}	-.137	.124	.313	1	-.124	.422 [*]
	Sig. (2-tailed)	.559	.061	.005	.532	.573	.147		.573	.045
	N	23	23	23	23	23	23	23	23	23
soal8	Pearson Correlation	-.009	.024	.164	.164	.460 [*]	.143	-.124	1	.071
	Sig. (2-tailed)	.966	.912	.454	.454	.027	.515	.573		.749
	N	23	23	23	23	23	23	23	23	23
soal9	Pearson Correlation	.167	-.018	.278	-.122	-.071	.037	.422 [*]	.071	1
	Sig. (2-tailed)	.446	.935	.199	.581	.749	.865	.045	.749	
	N	23	23	23	23	23	23	23	23	23
soal10	Pearson Correlation	.225	.163	.555 ^{**}	.016	.270	.438 [*]	.481 [*]	.095	.538 ^{**}
	Sig. (2-tailed)	.301	.458	.006	.944	.213	.037	.020	.666	.008
	N	23	23	23	23	23	23	23	23	23
soal11	Pearson Correlation	.314	.387	.292	-.171	.102	.195	.250	.133	.250
	Sig. (2-tailed)	.144	.068	.177	.435	.643	.372	.251	.546	.250
	N	23	23	23	23	23	23	23	23	23
soal12	Pearson Correlation	-.058	.342	.088	.088	.024	.285	.151	.350	-.190
	Sig. (2-tailed)	.794	.111	.689	.689	.912	.188	.492	.102	.386
	N	23	23	23	23	23	23	23	23	23
soal13	Pearson Correlation	.462 [*]	.456 [*]	.062	.238	-.016	.008	.313	.195	.122
	Sig. (2-tailed)	.026	.029	.780	.273	.944	.970	.146	.372	.581
	N	23	23	23	23	23	23	23	23	23

soal10	soal11	soal12	soal13	soal14	soal15	soal16	soal17	soal18	soal19	soal20
.225	.314	-.058	.462	.120	.083	-.073	-.250	.120	.058	.058
.301	.144	.794	.026	.587	.708	.740	.251	.587	.794	.794
23	23	23	23	23	23	23	23	23	23	23
.163	.387	.342	.456	.086	.151	.606	.280	.285	.042	.233
.458	.068	.111	.029	.696	.492	.002	.195	.188	.850	.284
23	23	23	23	23	23	23	23	23	23	23
.555	.292	.088	.062	.008	.137	.478	.115	.199	.464	.280
.006	.177	.689	.780	.970	.532	.021	.600	.363	.026	.195
23	23	23	23	23	23	23	23	23	23	23
.018	-.171	.088	.238	.199	.137	.078	.115	.199	-.272	.096
.944	.435	.689	.273	.363	.532	.723	.600	.363	.209	.663
23	23	23	23	23	23	23	23	23	23	23
.270	.102	.024	-.018	.337	.411	-.071	.195	.530	.350	.350
.213	.643	.912	.944	.116	.051	.749	.372	.009	.102	.102
23	23	23	23	23	23	23	23	23	23	23
.438	.195	.285	.008	.232	.066	.468	.182	.232	.509	.509
.037	.372	.188	.970	.286	.765	.024	.405	.286	.013	.013
23	23	23	23	23	23	23	23	23	23	23
.481	.250	.151	.313	.066	.045	.621	.565	.255	.397	.032
.020	.251	.492	.146	.765	.837	.002	.005	.240	.061	.886
23	23	23	23	23	23	23	23	23	23	23
.095	.133	.350	.195	.438	.481	.071	.164	.438	.024	.398
.666	.546	.102	.372	.037	.020	.749	.454	.037	.912	.060
23	23	23	23	23	23	23	23	23	23	23
.538	.250	-.190	.122	-.037	-.224	.098	.078	.178	.190	-.018
.008	.250	.386	.581	.865	.304	.656	.723	.417	.386	.935
23	23	23	23	23	23	23	23	23	23	23
1	.337	-.163	.164	.337	-.124	.132	.016	.143	.537	.163
	.116	.458	.454	.116	.573	.547	.944	.515	.008	.458
23	23	23	23	23	23	23	23	23	23	23
.337	1	.094	.171	.303	-.020	-.011	.292	.303	.387	-.094
.116		.669	.435	.159	.928	.959	.177	.159	.068	.669
23	23	23	23	23	23	23	23	23	23	23
-.163	.094	1	.280	.112	.032	.434	.272	.112	-.233	-.042
.458	.669		.195	.610	.886	.039	.209	.610	.284	.850
23	23	23	23	23	23	23	23	23	23	23
.164	.171	.280	1	.182	.214	.122	.062	.373	.088	-.096
.454	.435	.195		.405	.327	.581	.780	.080	.689	.663
23	23	23	23	23	23	23	23	23	23	23

	soal18	soal19	soal20	soal21	soal22	soal23	soal24	soal25	total
3	.120	.058	.058	.207	.388	-.128	.339	-.058	.456*
1	.587	.794	.794	.344	.067	.559	.114	.794	.043
3	23	23	23	23	23	23	23	23	23
3	.285	.042	.233	-.163	.096	-.397	.311	.150	.560**
5	.188	.850	.284	.458	.663	.061	.149	.495	.005
3	23	23	23	23	23	23	23	23	23
5	.199	.464	.280	-.016	.292	-.038	.373	.456	.641**
3	.363	.026	.195	.944	.176	.863	.080	.029	.001
3	23	23	23	23	23	23	23	23	23
5	.199	-.272	.096	.164	-.062	-.214	-.008	-.096	.458*
3	.363	.209	.663	.454	.780	.327	.970	.663	.042
3	23	23	23	23	23	23	23	23	23
5	.530**	.350	.350	.095	.195	-.124	.051	-.163	.455
2	.009	.102	.102	.666	.372	.573	.819	.458	.029
3	23	23	23	23	23	23	23	23	23
2	.232	.509	.509	-.051	-.008	-.123	.589**	.086	.619**
5	.286	.013	.013	.819	.970	.575	.003	.696	.002
3	23	23	23	23	23	23	23	23	23
1	.255	.397	.032	-.124	.214	-.303	.313	.334	.600**
5	.240	.061	.886	.573	.327	.160	.147	.120	.002
3	23	23	23	23	23	23	23	23	23
1	.438*	.024	.398	.087	.344	-.054	.143	-.024	.501*
1	.037	.912	.060	.692	.108	.806	.515	.912	.015
3	23	23	23	23	23	23	23	23	23
3	.178	.190	-.018	.071	.278	-.026	.253	.018	.510*
3	.417	.386	.935	.749	.199	.907	.245	.935	.022
3	23	23	23	23	23	23	23	23	23
3	.143	.537**	.163	.095	.195	-.302	.438*	.211	.563**
1	.515	.008	.458	.666	.372	.161	.037	.333	.005
3	23	23	23	23	23	23	23	23	23
2	.303	.387	-.094	-.102	.060	-.020	.195	.094	.433*
7	.159	.068	.669	.643	.784	.928	.372	.669	.039
3	23	23	23	23	23	23	23	23	23
2	.112	-.233	-.042	-.211	-.096	-.151	.285	-.150	.510*
3	.610	.284	.850	.333	.663	.492	.188	.495	.022
3	23	23	23	23	23	23	23	23	23
2	.373	.088	-.096	-.344	.062	-.664**	.199	.096	.569**
3	.080	.689	.663	.108	.780	.001	.363	.663	.005
3	23	23	23	23	23	23	23	23	23

soal15	Pearson Correlation	.083	.151	.137	.137	.411	.066	.045	.481	-.224	-.124
	Sig. (2-tailed)	.708	.492	.532	.532	.051	.765	.837	.020	.304	.573
	N	23	23	23	23	23	23	23	23	23	23
soal16	Pearson Correlation	-.073	.606**	.478*	.078	-.071	.468	.621**	.071	.098	.132
	Sig. (2-tailed)	.740	.002	.021	.723	.749	.024	.002	.749	.656	.547
	N	23	23	23	23	23	23	23	23	23	23
soal17	Pearson Correlation	-.250	.280	.115	.115	.195	.182	.565**	.164	.078	.016
	Sig. (2-tailed)	.251	.195	.600	.600	.372	.405	.005	.454	.723	.944
	N	23	23	23	23	23	23	23	23	23	23
soal18	Pearson Correlation	.120	.285	.199	.199	.530**	.232	.255	.438*	.178	.143
	Sig. (2-tailed)	.587	.188	.363	.363	.009	.286	.240	.037	.417	.515
	N	23	23	23	23	23	23	23	23	23	23
soal19	Pearson Correlation	.058	.042	.464*	-.272	.350	.509*	.397	.024	.190	.537**
	Sig. (2-tailed)	.794	.850	.026	.209	.102	.013	.061	.912	.386	.008
	N	23	23	23	23	23	23	23	23	23	23
soal20	Pearson Correlation	.058	.233	.280	.096	.350	.509*	.032	.398	-.018	.163
	Sig. (2-tailed)	.794	.284	.195	.663	.102	.013	.886	.060	.935	.458
	N	23	23	23	23	23	23	23	23	23	23
soal21	Pearson Correlation	.207	-.163	-.016	.164	.095	-.051	-.124	.087	.071	.095
	Sig. (2-tailed)	.344	.458	.944	.454	.666	.819	.573	.692	.749	.666
	N	23	23	23	23	23	23	23	23	23	23
soal22	Pearson Correlation	.388	.096	.292	-.062	.195	-.008	.214	.344	.278	.195
	Sig. (2-tailed)	.067	.663	.176	.780	.372	.970	.327	.108	.199	.372
	N	23	23	23	23	23	23	23	23	23	23
soal23	Pearson Correlation	-.128	-.397	-.038	-.214	-.124	-.123	-.303	-.054	-.026	-.302
	Sig. (2-tailed)	.559	.061	.863	.327	.573	.575	.160	.806	.907	.161
	N	23	23	23	23	23	23	23	23	23	23
soal24	Pearson Correlation	.339	.311	.373	-.008	.051	.589**	.313	.143	.253	.438*
	Sig. (2-tailed)	.114	.149	.080	.970	.819	.003	.147	.515	.245	.037
	N	23	23	23	23	23	23	23	23	23	23
soal25	Pearson Correlation	-.058	.150	.458*	-.096	-.163	.086	.334	-.024	.018	.211
	Sig. (2-tailed)	.794	.495	.029	.663	.458	.696	.120	.912	.935	.333
	N	23	23	23	23	23	23	23	23	23	23
total	Pearson Correlation	.456**	.560**	.641**	.458*	.455*	.619**	.600**	.501*	.510*	.563**
	Sig. (2-tailed)	.011	.005	.001	.042	.029	.002	.002	.015	.022	.005
	N	23	23	23	23	23	23	23	23	23	23

*. Correlation is significant at the 0.05 level (2-tailed).

Nama Siswa	Soal 1	Soal2	Soal3	soal4	soal5	soal6	soal7	soal8
A	1	1	1	0	0	1	1	1
B	1	1	1	1	0	0	1	1
C	1	1	1	1	1	1	1	1
D	1	1	0	0	0	1	1	1
E	1	1	1	1	1	1	1	1
F	1	1	1	1	1	0	0	1
G	1	1	1	1	1	0	1	1
H	0	1	1	1	1	0	0	1
I	1	1	1	1	1	1	1	1
J	0	1	1	1	1	1	1	0
K	1	1	1	1	1	1	1	1
L	1	1	1	1	1	1	1	1
M	1	1	1	1	1	1	1	1
N	1	1	1	1	1	1	1	1
O	1	1	1	1	1	1	0	1
P	1	1	1	1	1	1	0	0
Q	1	1	1	1	1	1	1	0
R	1	1	1	1	1	1	1	1
S	1	1	1	0	1	0	1	0
T	1	1	1	1	1	0	1	1
jumlah	18	20	19	17	17	14	16	16
p	0.9	1	0.95	0.85	0.85	0.7	0.8	0.8
q	0.1	0	0.05	0.15	0.15	0.3	0.2	0.2
pq	0.09	0	0.0475	0.1275	0.1275	0.21	0.16	0.16



soal18	soal19	soal20	soal21	soal22	soal23	soal24	soal25	Total
1	1	0	1	1	1	0	0	18
1	1	1	1	1	0	1	1	17
0	1	1	1	1	1	1	1	21
1	1	1	1	1	1	1	1	22
1	1	1	1	1	1	1	1	21
1	0	1	1	0	1	1	1	18
1	1	1	1	1	1	0	1	22
1	1	1	0	1	1	1	1	19
1	0	1	1	1	1	1	1	21
1	1	0	0	1	1	1	1	20
0	1	1	1	1	1	1	1	23
1	1	1	0	1	1	1	1	22
1	0	1	1	1	1	0	0	20
1	1	1	1	1	1	1	1	22
1	0	1	0	1	1	1	1	21
1	1	1	1	1	1	1	1	19
0	1	1	0	1	1	1	1	21
1	0	1	1	1	1	0	0	21
1	1	1	1	1	1	1	0	20
0	1	1	0	1	1	1	1	20
16	15	18	14	19	19	15	16	408
0.8	0.75	0.9	0.7	0.95	0.95	0.75	0.8	
0.2	0.25	0.1	0.3	0.05	0.05	0.25	0.2	
0.16	0.1875	0.09	0.21	0.0475	0.0475	0.1875	0.16	3.45

r_{11} : Koefisien korelasi internal seluruh item
 p : Proporsi subyek menjawab item dengan benar
 q : Proporsi subyek menjawab item yang salah ($q=1 - p$)
 Σpq : Jumlah hasil perkalian p dan q
 r : Banyaknya item
 s : Standart deviasi dari tes

jumlah pq =
3.45
 Variansi =
2.4631579
 reliabilitas =
0.81733

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soal9	soal10	soal11	soal12	soal13	soal14	soal15	soal16	soal17
1	1	0	1	1	1	0	1	1
0	0	1	1	0	0	1	0	1
0	0	1	1	1	1	1	0	1
1	1	1	1	1	1	1	1	1
1	1	1	1	0	1	0	0	0
1	1	0	1	0	1	0	1	1
1	1	1	1	0	1	1	1	1
1	1	1	1	0	1	0	1	1
1	1	1	0	1	0	1	1	0
1	1	1	1	0	1	1	1	1
1	0	1	1	1	1	1	1	1
1	1	1	1	0	1	1	1	0
1	0	1	1	1	1	1	0	1
1	1	0	1	0	1	1	1	0
1	1	1	0	1	1	1	1	1
1	0	1	1	0	0	1	1	0
1	1	0	1	1	1	1	1	1
1	1	1	1	0	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	0	1	1	0	1
18	15	16	18	9	17	16	15	15
0.9	0.75	0.8	0.9	0.45	0.85	0.8	0.75	0.75
0.1	0.25	0.2	0.1	0.55	0.15	0.2	0.25	0.25
0.09	0.1875	0.16	0.09	0.2475	0.1275	0.16	0.1875	0.1875

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_r^2 - \sum pq}{S_r^2} \right)$$

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14	-.020	.032	.214	.313	1	.172	.313	.502	.151	.516	.124	.313
13	.928	.886	.327	.147		.432	.146	.015	.492	.012	.573	.146
13	23	23	23	23	23	23	23	23	23	23	23	23
12	-.011	.434	.122	-.037	.172	1	.478	.178	-.018	.190	-.132	.078
17	.959	.039	.581	.865	.432		.021	.417	.935	.386	.547	.723
13	23	23	23	23	23	23	23	23	23	23	23	23
16	.292	.272	.062	.199	.313	.478	1	.390	.280	.096	-.016	.115
14	.177	.209	.780	.363	.146	.021		.066	.195	.663	.944	.600
13	23	23	23	23	23	23	23	23	23	23	23	23
13	.303	.112	.373	.384	.502	.178	.390	1	.285	.086	-.337	.008
15	.159	.610	.080	.071	.015	.417	.066		.188	.696	.116	.970
13	23	23	23	23	23	23	23	23	23	23	23	23
17	.387	-.233	.088	.285	.151	-.018	.280	.285	1	.233	-.163	-.088
18	.068	.284	.689	.188	.492	.935	.195	.188		.284	.458	.689
13	23	23	23	23	23	23	23	23	23	23	23	23
13	-.094	-.042	-.096	.285	.516	.190	.096	.086	.233	1	.398	.464
18	.669	.850	.663	.188	.012	.386	.663	.696	.284		.060	.026
13	23	23	23	23	23	23	23	23	23	23	23	23
15	-.102	-.211	-.344	.244	.124	-.132	-.016	-.337	-.163	.398	1	.703
16	.643	.333	.108	.262	.573	.547	.944	.116	.458	.060		.000
13	23	23	23	23	23	23	23	23	23	23	23	23
15	.060	-.096	.062	.199	.313	.078	.115	.008	-.088	.464	.703	1
12	.784	.663	.780	.363	.146	.723	.600	.970	.689	.026	.000	
13	23	23	23	23	23	23	23	23	23	23	23	23
12	-.020	-.151	-.664	-.255	-.220	-.224	-.038	-.255	-.032	-.032	.302	.137
11	.928	.492	.001	.240	.314	.304	.863	.240	.886	.886	.161	.532
13	23	23	23	23	23	23	23	23	23	23	23	23
8	.195	.285	.199	.027	-.123	.253	-.008	.027	.509	.112	-.244	-.199
17	.372	.188	.363	.903	.575	.245	.970	.903	.013	.610	.262	.363
13	23	23	23	23	23	23	23	23	23	23	23	23
11	.094	-.150	.096	-.086	.397	.434	.272	-.086	.150	.150	.163	.272
13	.669	.495	.663	.696	.061	.039	.209	.696	.495	.495	.458	.209
13	23	23	23	23	23	23	23	23	23	23	23	23
17	.433	.589	.546	.470	.475	.510	.499	.528	.486	.523	.176	.481
15	.009	.011	.011	.011	.011	.011	.015	.010	.019	.010	.421	.020
13	23	23	23	23	23	23	23	23	23	23	23	23

.172	.313	.502	.151	.516	.124	.313	-.220	-.123	.397	.475
.432	.146	.015	.492	.012	.573	.146	.314	.575	.081	.022
23	23	23	23	23	23	23	23	23	23	23
1	.478	.178	-.018	.190	-.132	.078	-.224	.253	.434	.510
	.021	.417	.935	.386	.547	.723	.304	.245	.039	.013
23	23	23	23	23	23	23	23	23	23	23
.478	1	.390	.280	.096	-.016	.115	-.038	-.008	.272	.499
.021		.066	.195	.663	.944	.600	.863	.970	.209	.015
23	23	23	23	23	23	23	23	23	23	23
.178	.390	1	.285	.086	-.337	.008	-.255	.027	-.086	.528
.417	.066		.188	.696	.116	.970	.240	.903	.696	.010
23	23	23	23	23	23	23	23	23	23	23
-.018	.280	.285	1	.233	-.163	-.088	-.032	.509	.150	.486
.935	.195	.188		.284	.458	.689	.886	.013	.495	.019
23	23	23	23	23	23	23	23	23	23	23
.190	.096	.086	.233	1	.398	.464	-.032	.112	.150	.523
.386	.663	.696	.284		.060	.026	.886	.610	.495	.010
23	23	23	23	23	23	23	23	23	23	23
-.132	-.016	-.337	-.163	.398	1	.703	.302	-.244	.163	.176
.547	.944	.116	.458	.060		.000	.161	.262	.458	.421
23	23	23	23	23	23	23	23	23	23	23
.078	.115	.008	-.088	.464	.703	1	.137	-.199	.272	.481
.723	.600	.970	.689	.026	.000		.532	.363	.209	.020
23	23	23	23	23	23	23	23	23	23	23
-.224	-.038	-.255	-.032	-.032	.302	.137	1	-.123	-.151	.528
.304	.863	.240	.886	.888	.161	.532		.575	.492	.010
23	23	23	23	23	23	23	23	23	23	23
.253	-.008	.027	.509	.112	-.244	-.199	-.123	1	-.112	.428
.245	.970	.903	.013	.610	.262	.363	.575		.610	.042
23	23	23	23	23	23	23	23	23	23	23
.434	.272	-.086	.150	.150	.163	.272	-.151	-.112	1	.327
.039	.209	.696	.495	.495	.458	.209	.492	.610		.128
23	23	23	23	23	23	23	23	23	23	23
.510	.499	.528	.486	.523	.176	.481	.549	.428	.327	1
.013	.015	.016	.019	.010	.421	.020	.013	.042	.128	
23	23	23	23	23	23	23	23	23	23	23

KISI-KISI SOAL PRE-TEST SIMPLE PRESENT TENSE

Mata Pelajaran : Bahasa Inggris
Kelas : IX
Kurikulum : 2013

Jumlah Soal : 25
Bentuk Soal : 25 PG
Penyusun : Viola Putri Syafi'i

Komptensi Dasar	Materi	Indikator	Level Kognitif	Bentuk Soal	Nomor Soal / Item
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait keadaan /tindakan/ kegiatan/kejadian yang dilakukakan/terjadi secara rutin dan merupakan kebenaran umum, sesuai dengan penggunaannya (perhatikan unsur kebahasaan simple present tense)	Simple Present	<ul style="list-style-type: none"> • Disajikan dialog menggunakan present tense, peserta didik mampu: <ol style="list-style-type: none"> a. Melengkapi dialog menggunakan pola present tense. b. Menjawab pertanyaan mengenai dialog tersebut 	L1(Pengetahuan dan Pemahaman)	PG	1, 2, 5, 6, 7, 23, 24
		<ul style="list-style-type: none"> • Disajikan kalimat verbal menggunakan present tense, peserta didik mampu: <ol style="list-style-type: none"> a. Melengkapi kalimat verbal menggunakan pola present tense 	L1(Pengetahuan dan Pemahaman)	PG	3, 4, 14, 15, 16

	<ul style="list-style-type: none"> • Disajikan Deskriptif text ,peserta didik mampu: <ol style="list-style-type: none"> a. Menjawab pertanyaan mengenai deskriptif text tersebut 	L1(Pengetahuan dan Pemahaman)	PG	10, 11, 12,13, 21, 22
	<ul style="list-style-type: none"> • Disajikan kalimat acak menggunakan simple present, pesrta didik mampu: <ol style="list-style-type: none"> a. Mengurutkan kalimat acak tersebut dengan benar sesuai dengan pola simple present 	L1(Pengetahuan dan Pemahaman)	PG	19, 20, 25
	<ul style="list-style-type: none"> • Disajikan kalimat nominal menggunakan present tense, peserta didik mampu : <ol style="list-style-type: none"> a. Melengkapi kalimat nominal menggunakan pola simple present 	L1(Pengetahuan dan Pemahaman)	PG	8, 9, 17, 18,

A. Choose the correct answer from the questions below by crossing (x) a, b, c, or d!

1. Angga : " I.....a cat so much, How about you? "
Andy : " of course! Cat is the cutest animal"
 a. likes
~~X~~ like
 c. liked
 d. liking
2. Vita : Do you want to watch horror movie with me?
Raka : No, I.....like horror movie.
 a. not
~~X~~ don't
 c. doesn't
 d. isn't
3. She.....the floor every morning.
 a. sweep
 b. swept
~~X~~ sweeps
 d. sweeping
4. Herman and Ary.....football in the yard every Sunday.
 a. plays
 b. playing
 c. played
~~X~~ play

Dialogue for no 5 - 7

Kevin: (Take his phone and call Ahmed)" Hello Ahmed where are you now? "

Ahmed: (Pick up the phone from Kevin)"Hello, I am in a supermarket"

Kevin: "I come to your house to return your book"

Ahmed: "Oh, I am so sorry. I am not at home right now. I accompany my mother shopping"

Kevin:" There is only your brother in the house"

Ahmed: "Yeah, He cleans the house today. Please just give the book to my brother"

Kevin: "ok, I do. Thank You Ahmed"

Ahmed: "my pleasure."

5. Who is at the Supermarket
 a. Kevin
~~X~~ Ahmed and his mother
 c. Kevin's brother
 d. Kevin and Ahmed
6. Why does Ahmed go to the supermarket?
~~X~~ to accompany her mother
 b. to shop
 c. to clean the house
 d. to meet Kevin
7. Who is at Ahmed's house when Kevin comes?
 a. Ahmed's sister

- b. Ahmed's father
 - c. Ahmed
 - Ahmed's brother
8. She....a beautiful teacher at my school.
- is
 - b. are
 - c. am
 - d. be
9. Risa and RakaSiblings.
- a. is
 - b. am
 - are
 - d. be

Text for no 10 – 13

Ariana

Ariana is the youngest in our family. She is fourteen years old and four years younger than me. She has long, straight hair, bright eyes and a friendly smile. Sometimes she is rather naughty at home, but she usually does what she is asked to do.

Ariana is interested in sports very much, and at school, she dances and plays badminton. She is the best badminton player in our family.

10. How old is Ariana? She is ... years old.
- a. fifteen
 - fourteen
 - c. seventeen
 - d. eleven
11. The writer is ... years old.
- a. fourteen
 - b. seventeen
 - eighteen
 - d. nineteen
12. Which of the following statement is not true about Ariana?
- a. She has long and straight hair.
 - b. She has bright eyes.
 - She is not interested in sports.
 - d. She likes badminton and dance.
13. "Ariana is interested in sports very much, and at school, she dances and plays badminton" The underlined phrase can be replaced by.....
- a. dislike sport
 - really likes sport
 - c. hates sport very much
 - d. finds sport not really entertaining
14. Mrs Viola is a teacher. She.....English every Wednesday and Friday.

- a. teach
~~X~~ teaches
 c. teaching
 d. taught
15. I usually.....at 09.30 p.m
~~X~~ sleep
 b. sleeps
 c. slept
 d. sleeping
16. The policemen.....the terrorist today.
 a. hits
 b. shoots
~~X~~ catches
 d. brings
17. I have a beautiful cat. Her name Kitty.
 a. are
~~X~~ is
 c. am
 d. be
18. You.....Indonesian.
~~X~~ are
 b. is
 c. am
 d. be

Arrange the words into a good sentence! (no 19 - 20)

19. Opens – The – Every day – at – 08.00 am – Supermarket.
 a. At everyday opens 08.00 am the Supermarket.
 b. Every day the Supermarket opens at 08.00 am.
 c. The supermarket opens every day at 08.00 am.
~~X~~ The supermarket opens at 08.00 am every day.
20. How – does - Books – He – many - Every day – Read – ?
~~X~~ How many books does he read every day?
 b. How books many he read every day does?
 c. Does how many book he read every day?
 d. Everyday How many books does he read?

Text for no 21 – 22

My Pet

I have a pet. It is a cat and I call it Kitty. Kitty is a Persian cat. It is small, fluffy, and cute. It has got thick brownish yellow fur. When I cuddle it, the fur feels soft. Kitty likes playing ball or running around the house. Every day it eats soft food like steamed rice, fish, or bread. Every

KISI-KISI SOAL POST-TEST SIMPLE PRESENT TENSE

Mata Pelajaran : Bahasa Inggris
Kelas : IX
Kurikulum : 2013

Jumlah Soal : 25
Bentuk Soal : 25 PG
Penyusun : Viola Putri Syafi'i

Komptensi Dasar	Materi	Indikator	Level Kognitif	Bentuk Soal	Nomor Soal / Item
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait keadaan /tindakan/ kegiatan/kejadian yang dilakukan/terjadi secara rutin dan merupakan kebenaran umum, sesu-ai dengan penggunaannya (perhatikan unsur kebahasaan simple present tense)	Simple Present	<ul style="list-style-type: none"> • Disajikan Deskriptif text ,peserta didik mampu: <ol style="list-style-type: none"> a. Menjawab pertanyaan mengenai deskriptif text tersebut 	L1(Pengetahuan dan Pemahaman)	PG	1, 2, 3, 4, 11, 12
		<ul style="list-style-type: none"> • Disajikan kalimat acak menggunakan simple present, pesrta didik mampu: <ol style="list-style-type: none"> a. Mengurutkan kalimat acak tersebut dengan benar sesuai dengan pola simple present 	L1(Pengetahuan dan Pemahaman)	PG	9, 10, 20, 21

		<ul style="list-style-type: none"> Disajikan dialog menggunakan present tense, peserta didik mampu: <ol style="list-style-type: none"> Melengkapi dialog menggunakan pola present tense. Menjawab pertanyaan mengenai dialog tersebut 	L1(Pengetahuan dan Pemahaman)	PG	15, 16, 17, 24, 23
		<ul style="list-style-type: none"> Disajikan kalimat nominal menggunakan present tense, peserta didik mampu : <ol style="list-style-type: none"> Melengkapi kalimat nominal menggunakan pola simple present 	L1(Pengetahuan dan Pemahaman)	PG	7, 8, 18, 19, 22
		<ul style="list-style-type: none"> Disajikan kalimat verbal menggunakan present tense, peserta didik mampu: <ol style="list-style-type: none"> Melengkapi kalimat verbal menggunakan pola present tense 	L1(Pengetahuan dan Pemahaman)	PG	5, 6, 13, 14, 25

A. Choose the correct answer from the questions below by crossing (x) a, b, c, or d!

Text for no 1 – 4

My favorite Android

My name is Sacca, I have an android. My father buys it for me today because today is my birthday in my sweet seventeen. It is a nice Android in blue color. It has a 6, 2-inch screen. This is the latest product of Oppo Company.

The performance of this android is so great. I can play games that require high specification using it. I can also play music, watch movies and draw using it. However, the most important thing is that I can take a nice picture using it. So, if I go to beautiful places I can portrait and save the moment using this camera of this Android

I like this new android so much, because it always is helpful to me in various situations.

1. What is Sacas' gift in her sweet seventeen birthday?
 - a. a new android
 - b. a laptop
 - c. a doll
 - d. a beautiful place
2. How many inch of her android?
 - a. 17,2 inch
 - b. 6,0 inch
 - c. 6,6 inch
 - d. 6,2 inch
3. How does Saca save the moment when she goes to beautiful places?
 - a. take a video
 - b. portrait the place
 - c. tell to her friend
 - d. write on her diary
4. Why does she like her android so much?
 - a. because she can plays game using it
 - b. because the color of the android is blue
 - c. because it from her father
 - d. because it is always helpful in various situations
5. Anna.....the old woman cross the road
 - a. looks
 - b. meets
 - c. helps
 - d. smile
6. Belle.....the plants on the ground every morning, so that why the plants always look fresh.
 - a. waters
 - b. plants

- c. pulls out
 - d. paints
7. Andy and Arianna.....Cousins.
- a. am
 - b. were
 - c. is
 - are
8. Their namesAngga, Anggi, Angel, Angelina. They have almost similar name, because they are siblings.
- a. is
 - b. beautiful
 - are
 - d. were

Arrange the words into a good sentence! (no 9 - 10)

9. Buy – fruits – blender – make – everyday – nice – juice – to – I
- a. I make blender to buy fruits juice everyday
 - b. I blender fruits juice to make blender everyday
 - I buy blender to make fruits juice everyday
 - d. I buy blender to make juice fruits everyday
10. Kind – of – it – text – is – ? – what
- a. Kind what of text it is?
 - b. What kind of text it is?
 - What kind of text is it?
 - d. What text kind of is it?

Text for no 11 - 12

Pantai Merah Muda

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo Island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink.

The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from very small marine invertebrates, and also Foraminifera, a microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

11. Why does the beach call Pantai Merah Muda / Pink Beach?
- a. Because the water is pink
 - b. Because the stone around the beach is pink

- Because the sand beach is pink color
 d. Because the sky is pink
12. Which of the following statement is not true about Merah Muda Beach?
- a. At Pink Beach, there are so many marine organisms
 The location of Pink Beach is in the Komodo Island, East Java
 c. The beach is called Pink Beach because the sand beach is pink.
 d. Pink Beach is a proper spot for snorkeling and diving for sea sports lovers.
13. The Sun from the east
- a. rise
 b. rice
 rises
 d. rishes
14. Bik Ijah.....the floor 3 times in a week
- a. Swap
 b. Sweep
 c. Mops
 mopes

Dialogue for no 15 – 17

Anna : Laura! How are you? It's been a while

Laura : Oh, hi Anna! I.....(15)a new job now and it is going great. How about you?

Anna : I am so.....(16) with the new business that I have not had the time to do much else.

Laura : What is that?

Anna : Small business, a coffee.....(17).

Laura : it Sounds cool! Don't forget to invite me to your shop opening.

Anna : Sure, please come.

15. a. take
 b. got
 c. gots
 gets
16. busy
 b. sad
 c. happy
 d. glad
17. a. market
 shop
 c. place
 d. café
18. Most of school in my city....dirty because due to long holidays
- are
 b. is

- c. were
d. was
19. There....a lot of unique culture in Indonesia.
- a. is
 are
c. am
d. were

Arrange the words into a good sentence! (No 20-21)

20. Still – am – I – not – about – my – this – Friday – confident – about – performance
- a. Still I am not confident about my Friday this performance
b. I am still not confident about performance my this Friday
 I am still not confident about my performance this Friday
d. Not confident I am still about my performance this Friday
21. Sounds – that – idea – a – good – like
- a. That like sounds a good idea
b. That good idea sounds a like
 That sounds like a good idea
d. That sounds a good like idea
22. It.....really yummy. And I see pancake over there too.
- a. Was
b. Are
c. were
 is

Dialogue for no 23 – 24

Freddie: What are you cooking? It.....(23) so good.

Michelle: I am baking cakes. This is your.....(24) carrot cake.

Freddie: It looks yummy. And I see pancake over there too. my city is dirty

23. smells
b. smell
c. look
d. feels
24. favorite
b. nice
c. delicious
d. beautiful
25. I don't..... to wait until after dinner
- a. like
 want
c. take
d. see

SCORING RUBRIC

This kind of test using objective scoring rubric because the type of the question using multiple choice. We can use this kind of the method:

Scoring system:

Total items	20
Correct item	5
Incorrect item	0
Maximal score	100

We use point 5 for the correct answer because the total of the test is 20, because $100/20 = 5$

Example:

If our students can answer 15 items so the scoring system will be $= 15 \times 5 = 75$.



APPENDIX 5 (SPSS OUTPUT)

```
DESCRIPTIVES VARIABLES=A B C D
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
A	26	40	88	68.15	12.052
B	26	64	96	83.23	8.468
C	19	52	88	69.89	9.649
D	19	60	92	77.05	6.778
Valid N (listwise)	19				

```
DESCRIPTIVES VARIABLES=A B C D
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
A	26	40	88	68.15	12.052
B	26	64	96	83.23	8.468
C	23	48	92	70.96	11.519
D	23	60	92	78.09	7.122
Valid N (listwise)	23				

```
EXAMINE VARIABLES=A B C D
  /PLOT BOXPLOT STEMLEAF NPLOT
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Explore

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
A	23	88.5%	3	11.5%	26	100.0%
B	23	88.5%	3	11.5%	26	100.0%
C	23	88.5%	3	11.5%	26	100.0%
D	23	88.5%	3	11.5%	26	100.0%

Descriptives

		Statistic	Std. Error	
A	Mean	67.65	2.514	
	95% Confidence Interval for Mean	Lower Bound	62.44	
		Upper Bound	72.87	
	5% Trimmed Mean	67.97		
	Median	68.00		
	Variance	145.328		
	Std. Deviation	12.055		
	Minimum	40		
	Maximum	88		
	Range	48		
	Interquartile Range	16		
	Skewness	-.356	.481	
	Kurtosis	-.075	.935	
B	Mean	83.30	1.772	
	95% Confidence Interval for Mean	Lower Bound	79.63	
		Upper Bound	86.98	
	5% Trimmed Mean	83.64		
	Median	84.00		
	Variance	72.221		
	Std. Deviation	8.498		
	Minimum	64		
	Maximum	96		
	Range	32		
	Interquartile Range	8		
	Skewness	-.468	.481	
	Kurtosis	.012	.935	
C	Mean	70.96	2.402	
	95% Confidence Interval for Mean	Lower Bound	65.98	
		Upper Bound	75.94	

Descriptives

		Statistic	Std. Error
	Median	72.00	
	Variance	132.680	
	Std. Deviation	11.519	
	Minimum	48	
	Maximum	92	
	Range	44	
	Interquartile Range	16	
	Skewness	-.227	.481
	Kurtosis	-.469	.935
D	Mean	78.09	1.485
	95% Confidence Interval for Mean	Lower Bound Upper Bound	75.01 81.17
	5% Trimmed Mean	78.29	
	Median	80.00	
	Variance	50.719	
	Std. Deviation	7.122	
	Minimum	60	
	Maximum	92	
	Range	32	
	Interquartile Range	12	
	Skewness	-.357	.481
	Kurtosis	.804	.935

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
A	.120	23	.200*	.969	23	.672
B	.144	23	.200*	.949	23	.282
C	.104	23	.200*	.979	23	.895
D	.133	23	.200*	.963	23	.529

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

A

A Stem-and-Leaf Plot

Frequency Stem & Leaf

Homogeneity test

```

SAVE OUTFILE='C:\Users\Viola\Downloads\Proposal Viols\Data uji homogenitas.sav'
/COMPRESSED.
EXAMINE VARIABLES=Hasil BY Kelas
/PLOT BOXPLOT STEMLEAF SPREADLEVEL
/COMPARE GROUPS
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.

```

Explore

[DataSet0] C:\Users\Viola\Downloads\Proposal Viols\Data uji homogenitas.sav

kelas

Case Processing Summary

		Cases				
		Valid		Missing		Total
		N	Percent	N	Percent	N
Hasil belajar siswa	Post test Kelas Experiment	26	100.0%	0	0.0%	26
	Post test Kelas Control	23	100.0%	0	0.0%	23

Case Processing Summary

		Cases
		Total
		Percent
Hasil belajar siswa	Post test Kelas Experiment	100.0%
	Post test Kelas Control	100.0%

Descriptives

kelas		Statistic			
Hasil belajar siswa	Post test Kelas Experiment	Mean	83.2308		
		95% Confidence Interval for Mean	Lower Bound 79.8105 Upper Bound 86.6510		
		5% Trimmed Mean	83.5385		
		Median	84.0000		
		Variance	71.705		
		Std. Deviation	8.46786		
		Minimum	64.00		
		Maximum	96.00		
		Range	32.00		
		Interquartile Range	9.00		
		Skewness	-.439		
		Kurtosis	-.200		
		Post test Kelas Control	Post test Kelas Control	Mean	78.0870
				95% Confidence Interval for Mean	Lower Bound 75.0073 Upper Bound 81.1666
5% Trimmed Mean	78.2899				
Median	80.0000				
Variance	50.719				
Std. Deviation	7.12175				
Minimum	60.00				
Maximum	92.00				
Range	32.00				
Interquartile Range	12.00				
Skewness	-.357				
Kurtosis	.804				

IAIN ULIVIRIA

Descriptives

kelas				Std. Error
Hasil belajar siswa	Post test Kelas Experiment	Mean		1.66068
		95% Confidence Interval for Mean	Lower Bound Upper Bound	
		5% Trimmed Mean		
		Median		
		Variance		
		Std. Deviation		
		Minimum		
		Maximum		
		Range		
	Interquartile Range			
	Skewness		.456	
	Kurtosis		.887	
	Post test Kelas Control	Mean		1.48499
		95% Confidence Interval for Mean	Lower Bound Upper Bound	
		5% Trimmed Mean		
		Median		
		Variance		
Std. Deviation				
Minimum				
Maximum				
Range				
Interquartile Range				
Skewness		.481		
Kurtosis		.935		

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil belajar siswa	Based on Mean	.874	1	47	.355
	Based on Median	.715	1	47	.402
	Based on Median and with adjusted df	.715	1	46.875	.402
	Based on trimmed mean	.805	1	47	.374

Hasil belajar siswa

Stem-and-Leaf Plots

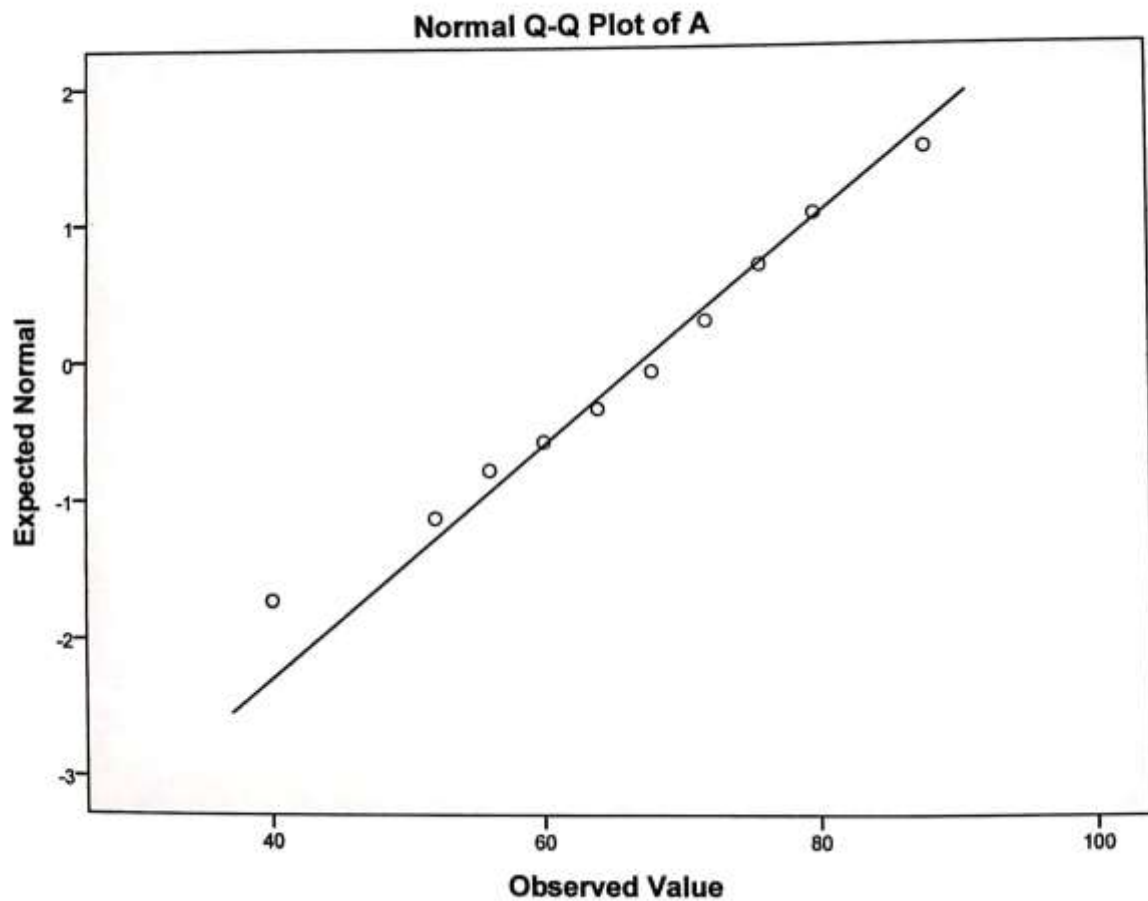
Hasil belajar siswa Stem-and-Leaf Plot for

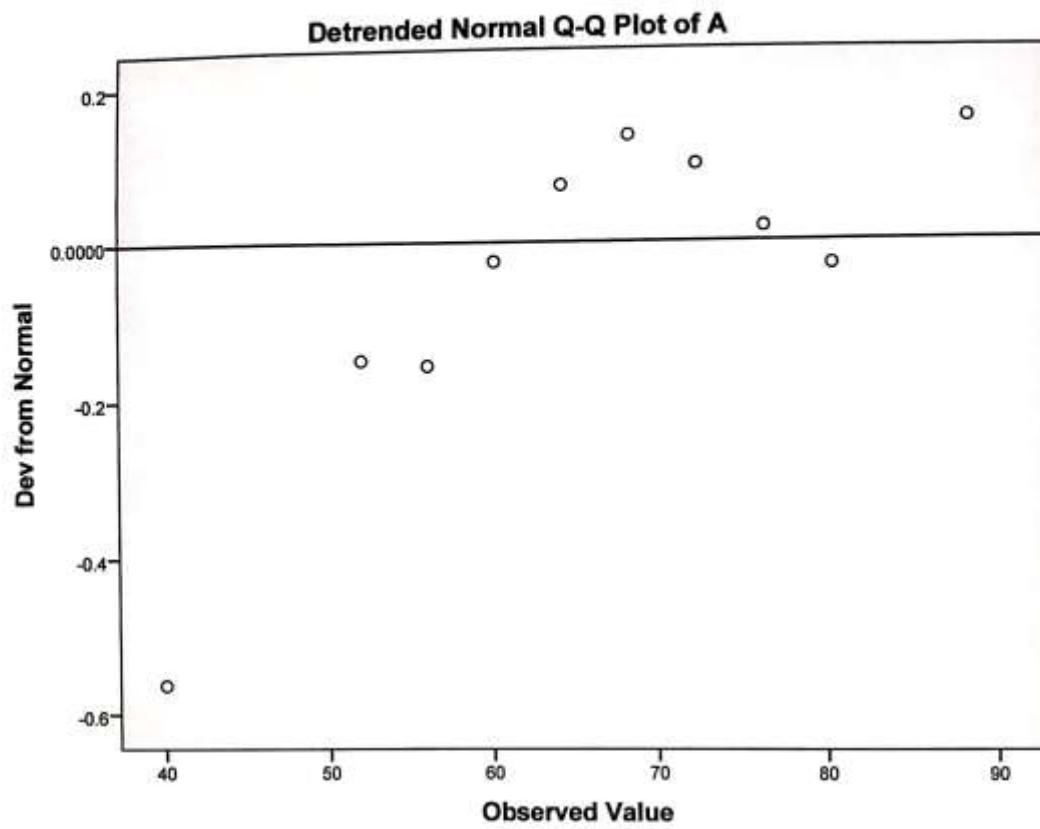
```

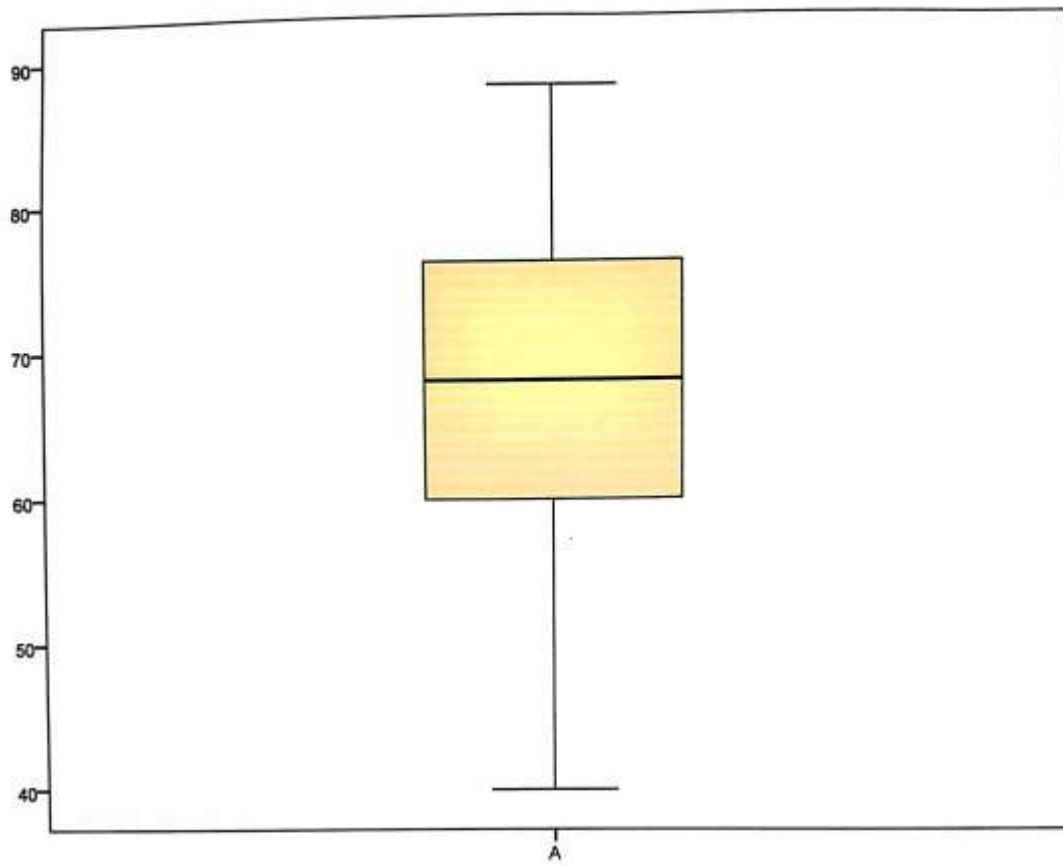
1.00      4 .  0
.00       4 .
3.00      5 . 222
1.00      5 .  6
4.00      6 . 0044
3.00      6 . 888
4.00      7 . 2222
3.00      7 . 666
2.00      8 .  00
2.00      8 .  88
    
```

```

Stem width:      10
Each leaf:       1 case(s)
    
```





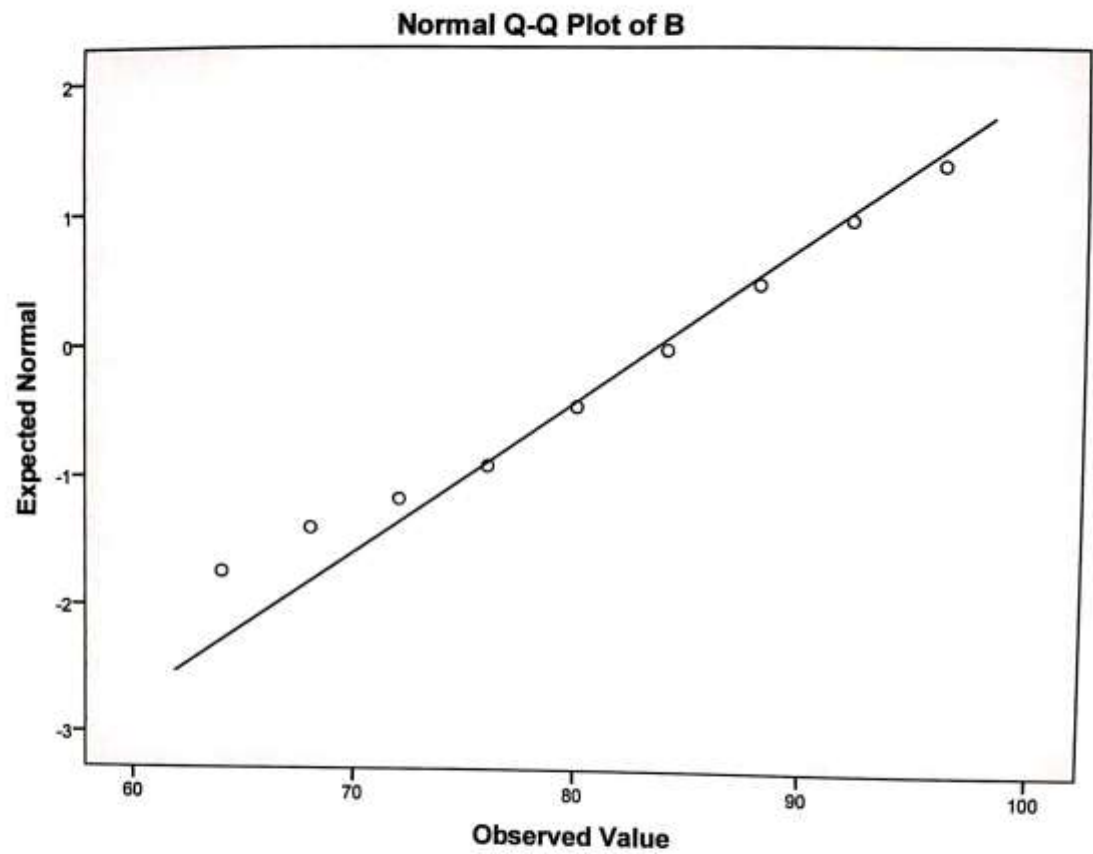
**B**

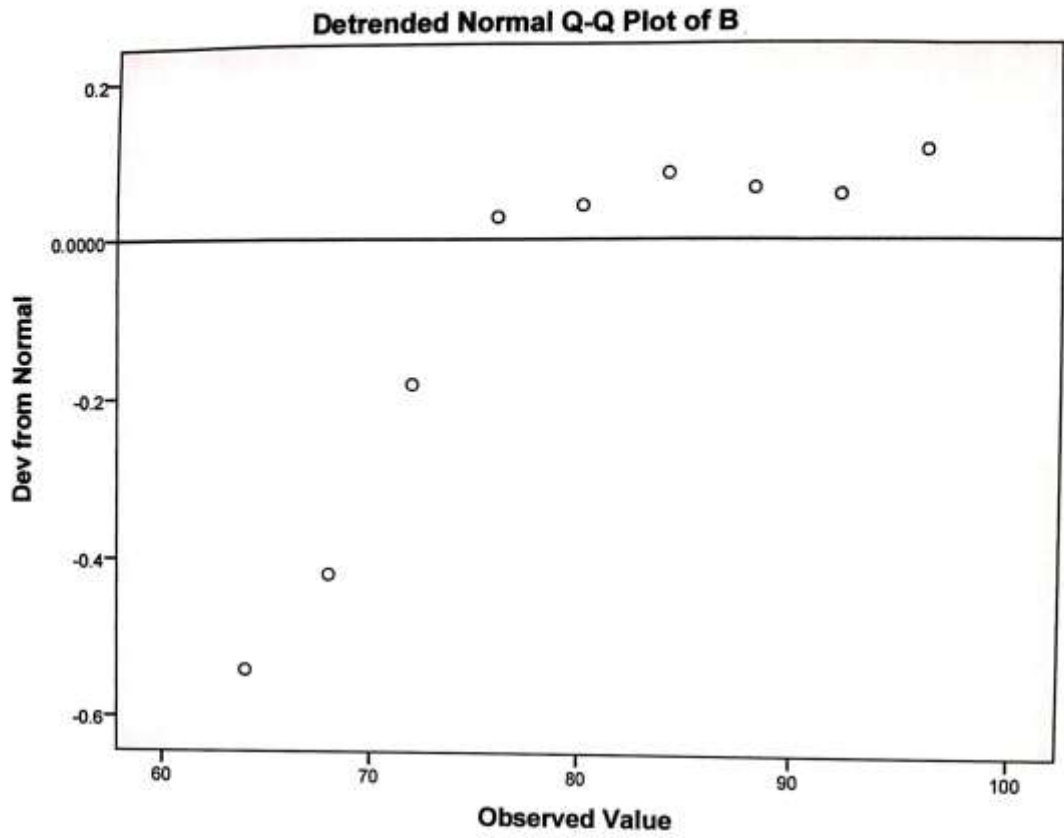
B Stem-and-Leaf Plot

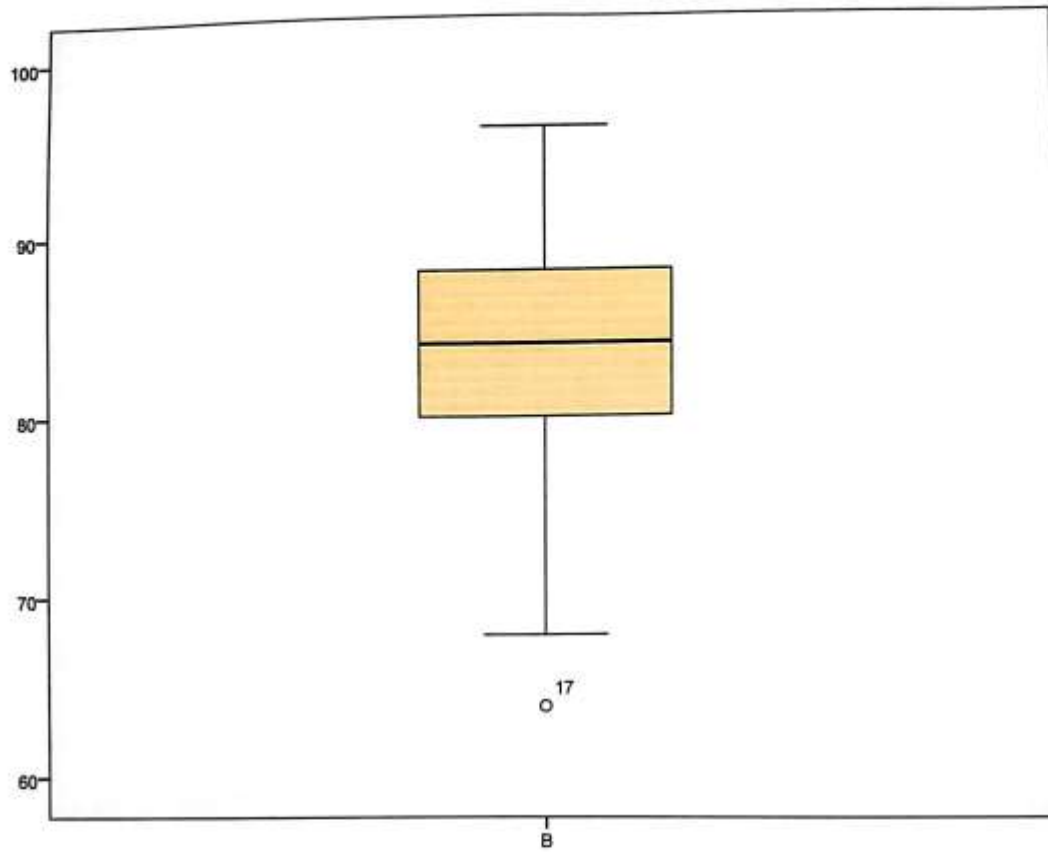
Frequency	Stem &	Leaf
1.00	Extremes	(=<64)
1.00	6 .	8
1.00	7 .	2
2.00	7 .	66
8.00	8 .	00000444
6.00	8 .	888888
1.00	9 .	2
3.00	9 .	666

Stem width: 10

Each leaf: 1 case(s)





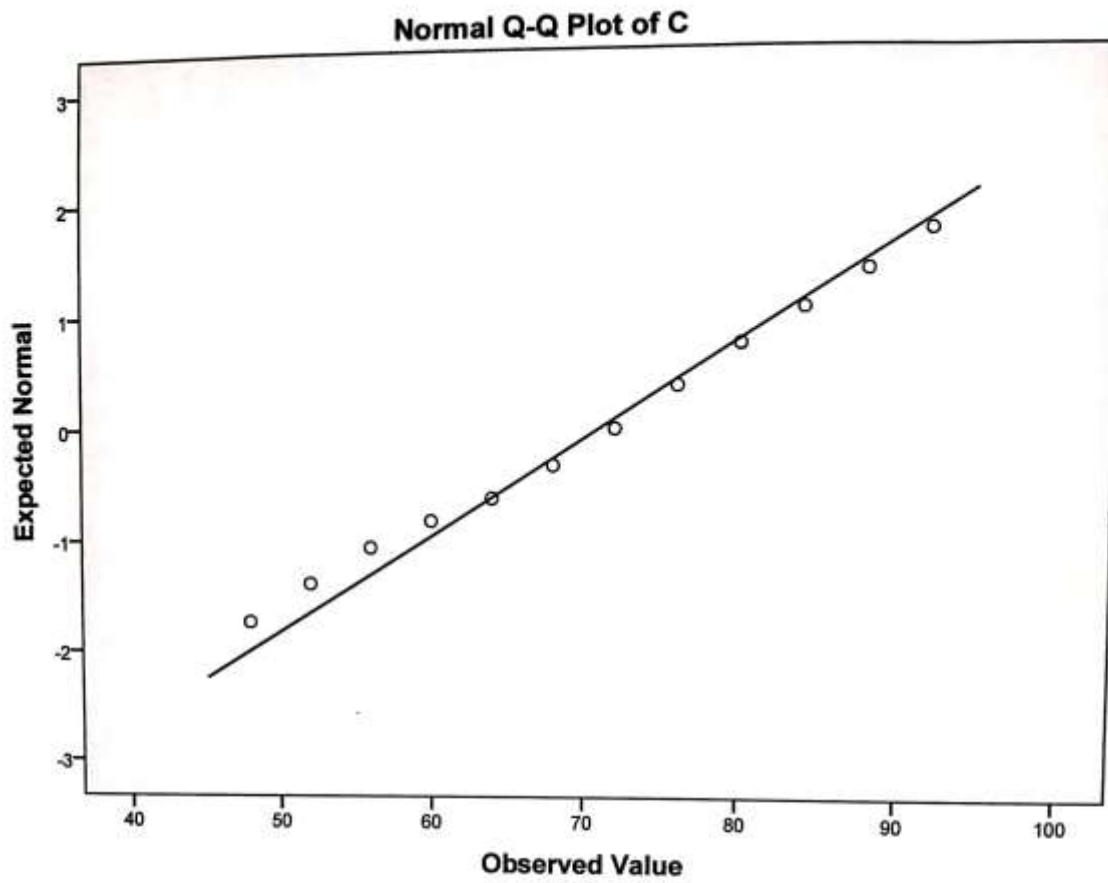


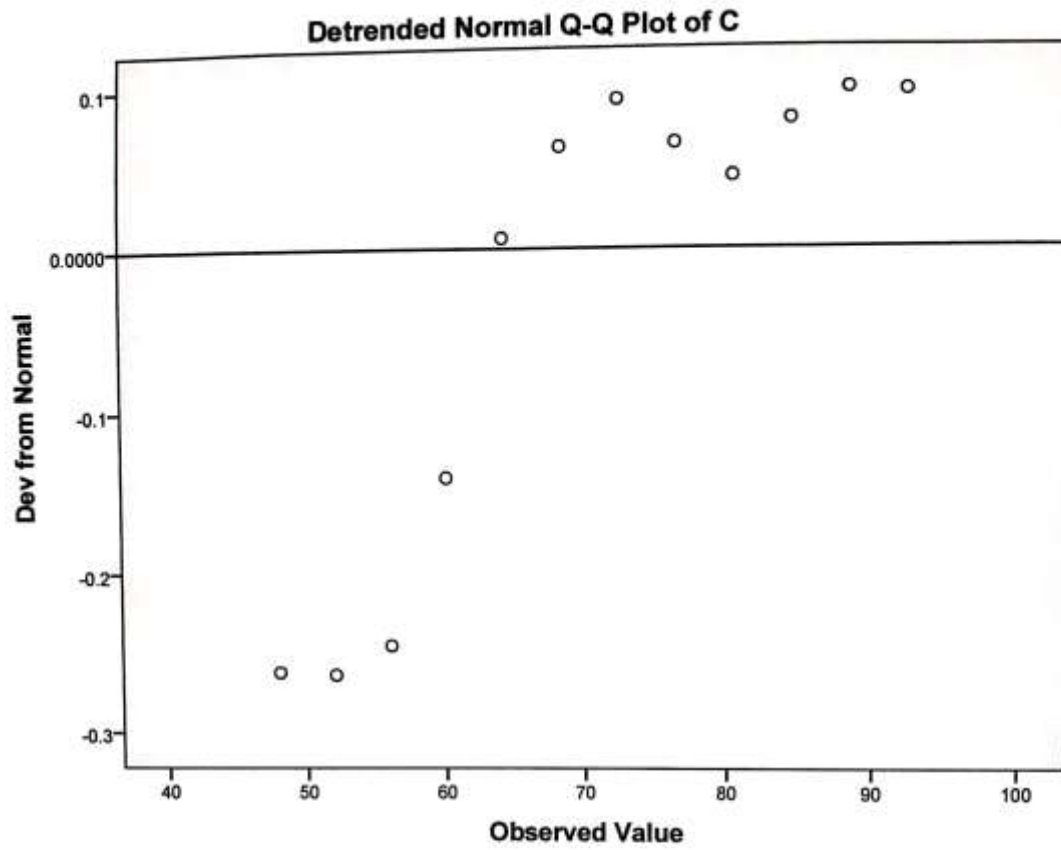
C

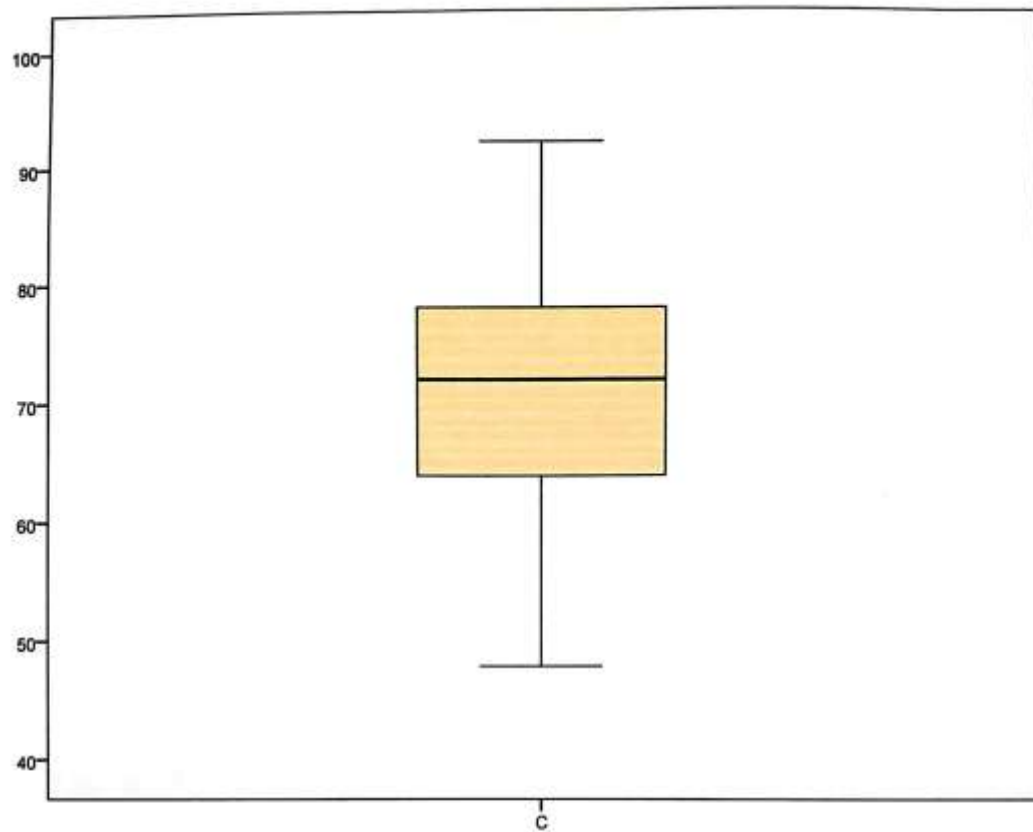
C Stem-and-Leaf Plot

Frequency	Stem & Leaf
1.00	4 . 8
3.00	5 . 266
6.00	6 . 044888
7.00	7 . 2226666
5.00	8 . 00448
1.00	9 . 2

Stem width: 10
 Each leaf: 1 case(s)



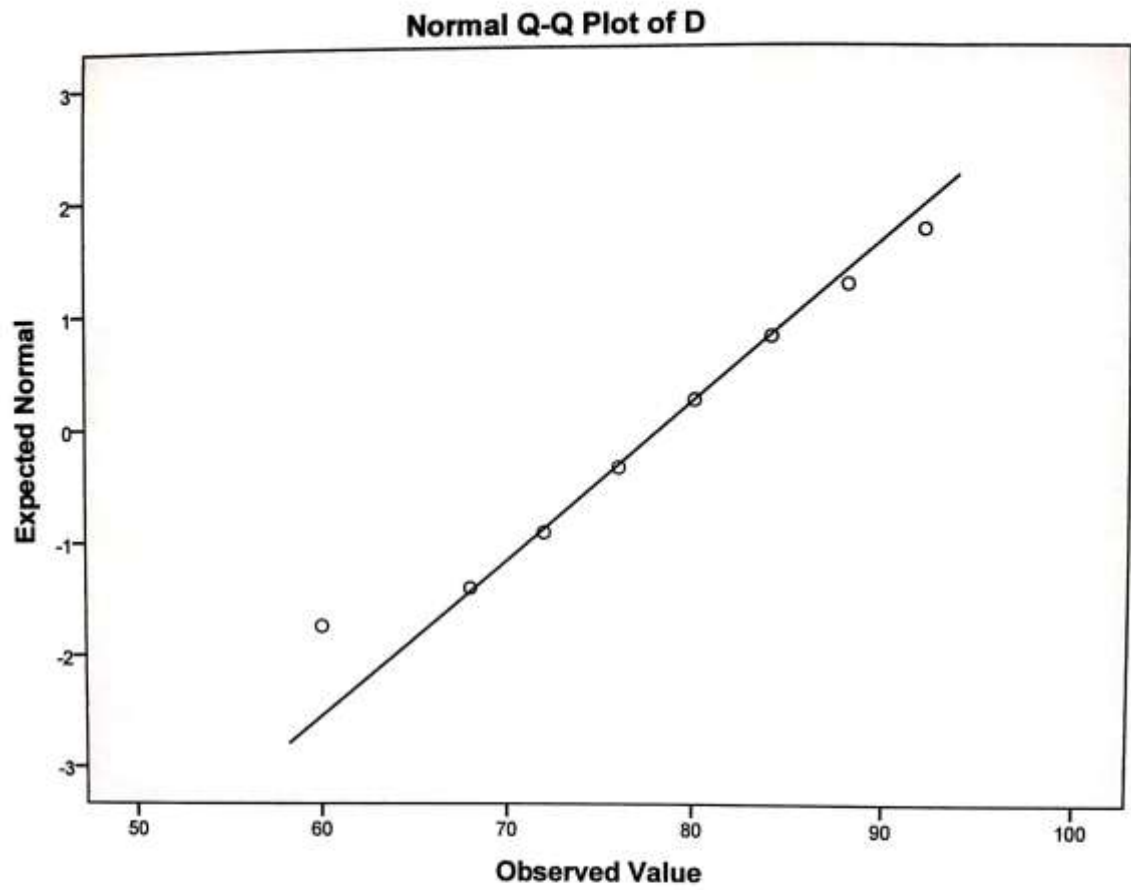


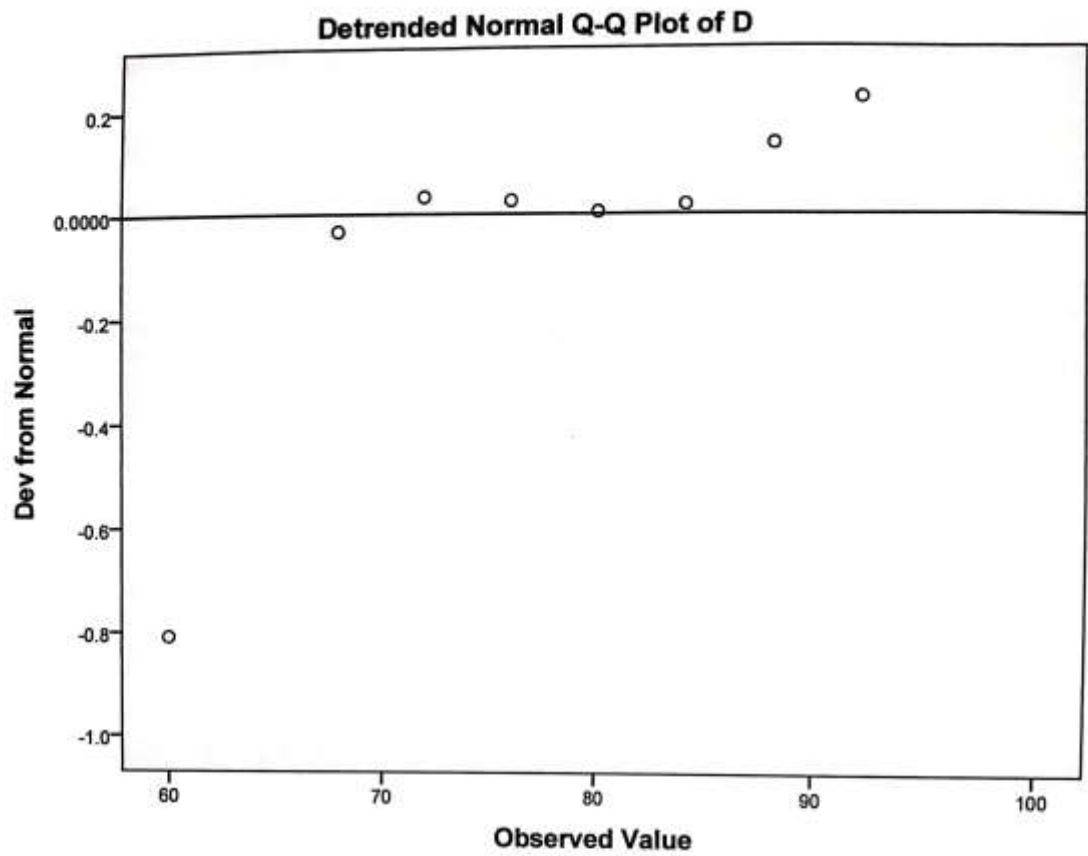
**D**

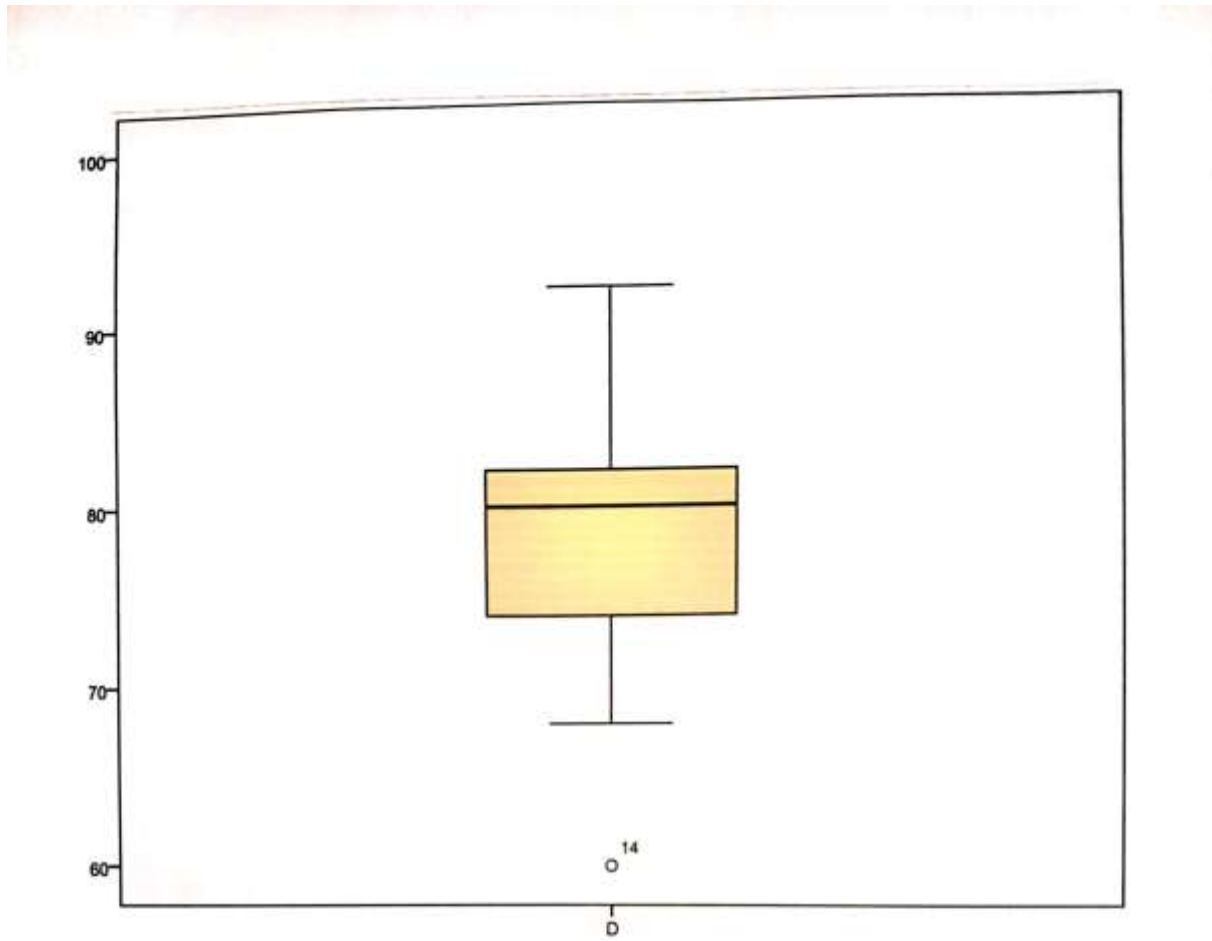
D Stem-and-Leaf Plot

Frequency	Stem & Leaf
1.00	Extremes (= < 60)
1.00	6 . 8
4.00	7 . 2222
5.00	7 . 66666
9.00	8 . 000000444
2.00	8 . 88
1.00	9 . 2

Stem width: 10
 Each leaf: 1 case(s)







Kelas= Post test Kelas Experiment

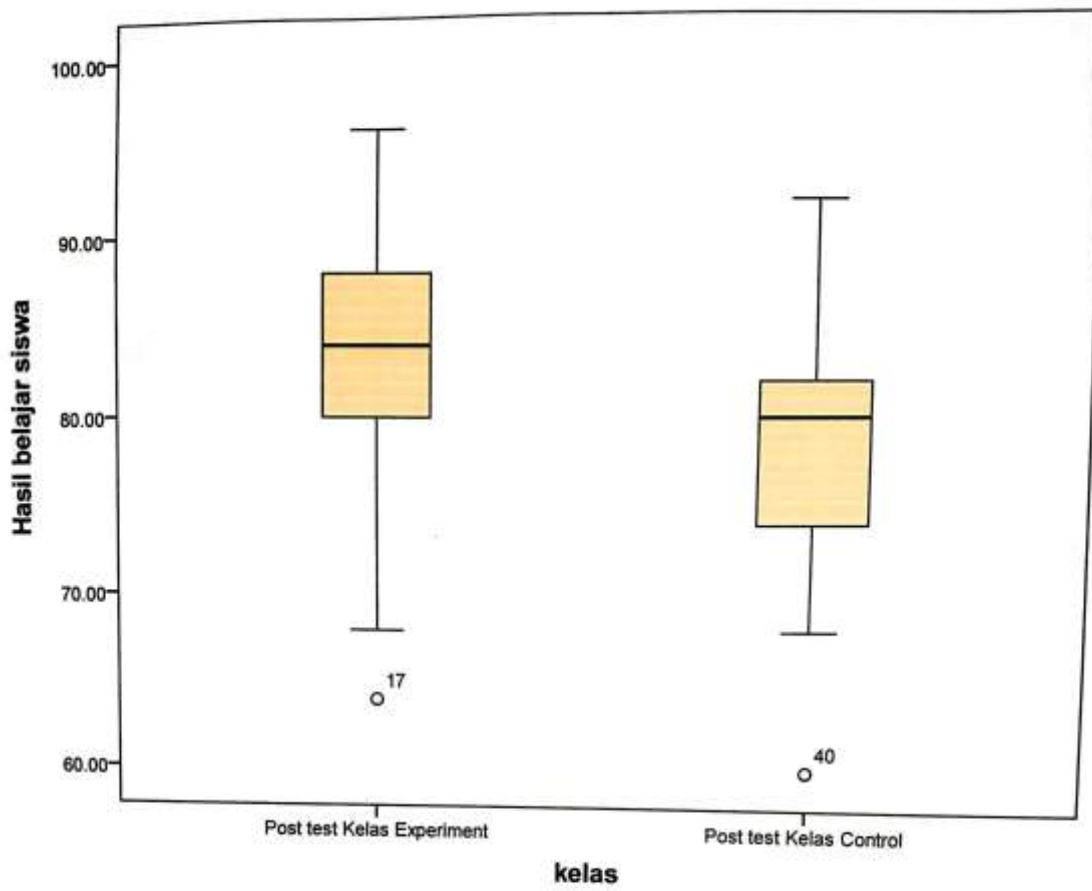
Frequency	Stem &	Leaf
1.00	Extremes	(=<64)
1.00	6 .	8
2.00	7 .	22
2.00	7 .	66
9.00	8 .	000004444
6.00	8 .	888888
2.00	9 .	22
3.00	9 .	666

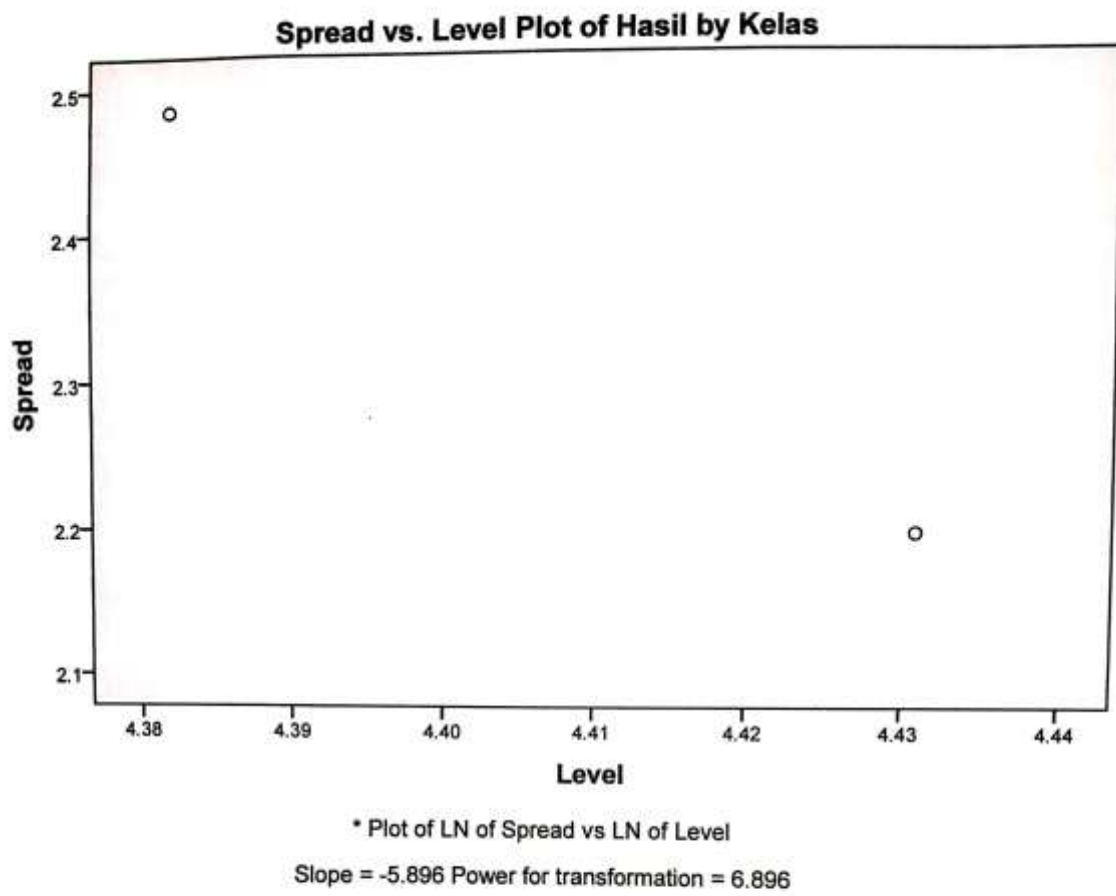
Stem width: 10.00
Each leaf: 1 case(s)

Hasil belajar siswa Stem-and-Leaf Plot for
Kelas= Post test Kelas Control

Frequency	Stem &	Leaf
1.00	Extremes	(=<60)
1.00	6 .	8
4.00	7 .	2222
5.00	7 .	66666
9.00	8 .	000000444
2.00	8 .	88
1.00	9 .	2

Stem width: 10.00
Each leaf: 1 case(s)





```

GET
  FILE='C:\Users\Viola\Downloads\Proposal Viols\Data uji homogenitas.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
T-TEST GROUPS=Kelas(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Hasil
  /CRITERIA=CI(.95).

```

T-Test

[DataSet1] C:\Users\Viola\Downloads\Proposal Viols\Data uji homogenitas.sav

Group Statistics

kelas		N	Mean	Std. Deviation	Std. Error Mean
Hasil belajar siswa	Post test Kelas Experiment	26	83.2308	8.46786	1.66068
	Post test Kelas Control	23	78.0870	7.12175	1.48499

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Hasil belajar siswa	Equal variances assumed	.874	.355	2.284	47
	Equal variances not assumed			2.309	46.894

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Hasil belajar siswa	Equal variances assumed	.027	5.14381	2.25179
	Equal variances not assumed	.025	5.14381	2.22779

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Hasil belajar siswa	Equal variances assumed	.61379	9.67384
	Equal variances not assumed	.66180	9.62582



Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	45.637	6.144		7.427	.000
Video Scribe Sparkol	.552	.089	.785	6.210	.000

a. Dependent Variable: Students Grammar Ability



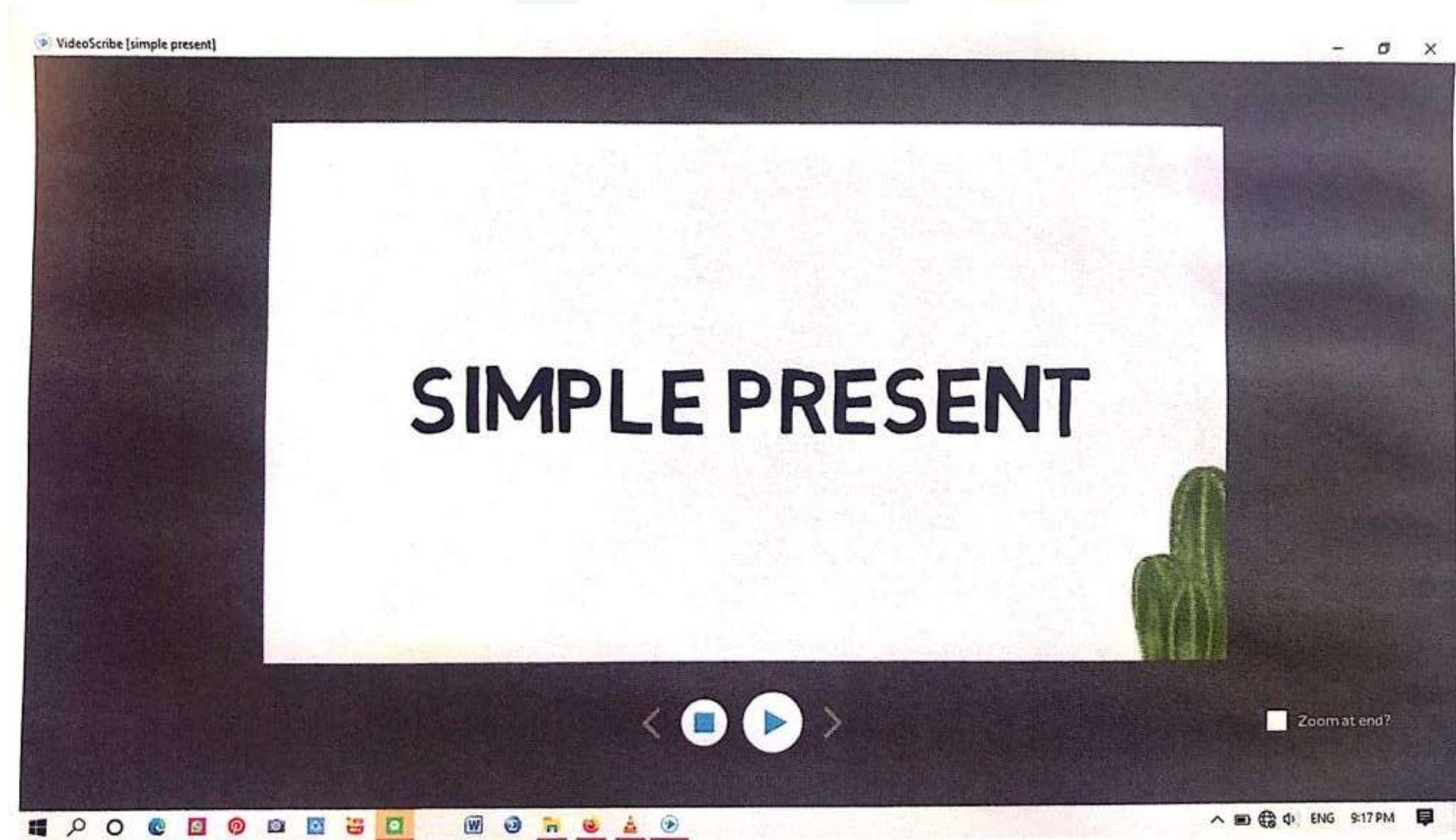
Name : Viola Putri Syafi'i

NIM : T20176100 (TBI3)

Research Matrix

Title	Variables	Sub Variable	Indicators	Data Resources	Research Method	Research Problem
The Effectiveness of Video Scribe Sparkol to Students Grammar Ability At 9 th grade students of MTs Unggulan Al Qodiri 1 Jember In Acadmeic Year 2020/2021	Independent Variable : a. Video Scribe Sparkol Dependent Variable : b. Students' Grammar Ability	a. Video a. Tenses (Simple Present)	a. Using Video Scribe Sparkol as Media : 1. understand grammar material (simple present)through video scribe sparkol b. Tenses : 1. The accuracy of using the present tense	Primary Data Resources: 1. The 9 th Grade students of MTs Unggulan Al Qodiri 1 Jember 2. Collaboration by English teacher and the researcher Secondary Data Resources : 1. Document review (Related to the research)	1. Research Design : Quasi Experimental Design (Non-equivalent Control Group Design) 2. Technique of Collecting Data : Test: Post- test, treatment, and Post-test. Non-test : Observation 3. Instrument Of collecting Data: a. Research Instrument : Content of validity c. Reliability 4. Data Analysis : (statistik Deskriptif) T- Test	1. Is there any significant effect of Video scribe sparkol to Students Grammar Ability at 9 th grade student of MTs Unggulan AL Qodiri 1 Jember?

APPENDIX 6 (PICTURE OF VIDEO SCRIBE SPARKOL)



VideoScribe [simple present]

SIMPLE PRESENT ADALAH TENSE YANG DIGUNAKAN UNTUK MENYATAKAN AKTIVITAS YG TERJADI DI MASA SEKARANG, ATAU MENYATAKAN KEBENARAN UMUM.

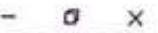


< [stop] [play] >

Zoom at end?

Windows taskbar: Windows logo, search, task view, Edge, Chrome, Firefox, VS Code, Word, PowerPoint, OneDrive, File Explorer, Settings, Task View, Start menu, system tray (network, volume, ENG, 9:21 PM, notifications).

VideoScribe [simple present]



Zoom at end?



ENG 9:23 PM

VideoScribe [simple present]

FUNGSI SIPLE PRESENT IALAH?

- NE
- IN

- UNTUK MENYATAKAN AKTIFITAS YG TERJADI DI MASA SEKARANG
ATAU AKTIVITAS YANG TERJADI BERULANG ULANG
EX: STUDENTS OF MTS UNGGULAN AL QODIRI READ QOIDAH EVERY
ALICE DRINKS A CUP OF MILK EVERY AFTERNOON
- UNTUK MENYATAKAN KEBENARAN UMUM ATAU FAKTA
EX: THE SUN RISES FROM EARTH
JAKARTA IS THE CAPITAS CITY OF INDONESIA

72%

SIMPLE PRESENT

WIND IS SIMPLE PRESENTS

OK HERE WE GO!

00:06 00:11 00:17 00:23.5 00:29.5 00:35 00:38 00:59.5 01:05.5

ENG 9:26 PM

VideoScribe [simple present]



SEKARANG MARI KITA MASUK PADA RUMUS SIMPLE PRESENT

A. SENTENCE PATTERNS OF SIMPLE PRESENT

- POSITIVE: S · V1(-S/-ES) · O
- NEGATIVE: S · DO/DOES · NOT · V1 · O
- INTERROGATIVE: DO/DOES · S · V1 · O ?

EXAMPLES :

- POSITIVE: ANDY CLEANS THE ROOM EVERYDAY
- NEGATIVE: ANDY DOES NOT CLEAN THE ROOM EVERYDAY
- INTERROGATIVE: DOES ANDY CLEAN THE ROOM EVERY MORNING?

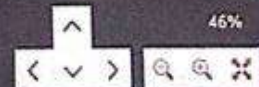
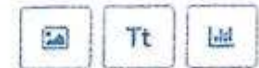


B. PATTERN OF PRESENT TENSE OF VERB BE (KALIMAT NOMINAL)

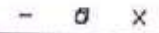
- POSITIVE: S · BE (IS,AM,ARE) · ADJ/ADV/NOUN
- NEGATIVE: S · BE (IS,AM,ARE) · NOT · ADJ/ADV/NOUN
- INTERROGATIVE: BE (IS,AM,ARE) · S · ADJ/ADV/NOUN ?

EXAMPLES :

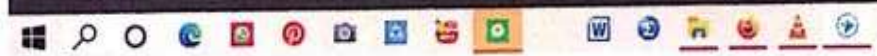
- POSITIVE: ANDY IS CLEVER
- NEGATIVE: ANDY IS NOT CLEVER
- INTERROGATIVE: IS ANDY CLEVER?

VideoScribe [simple present]



Zoom at end?



ENG 9:28 PM

DOCUMENTATION



*Interview with one of the English teacher



*Doing the treatment to the experimental class



*Explain about Simple Present to the control class

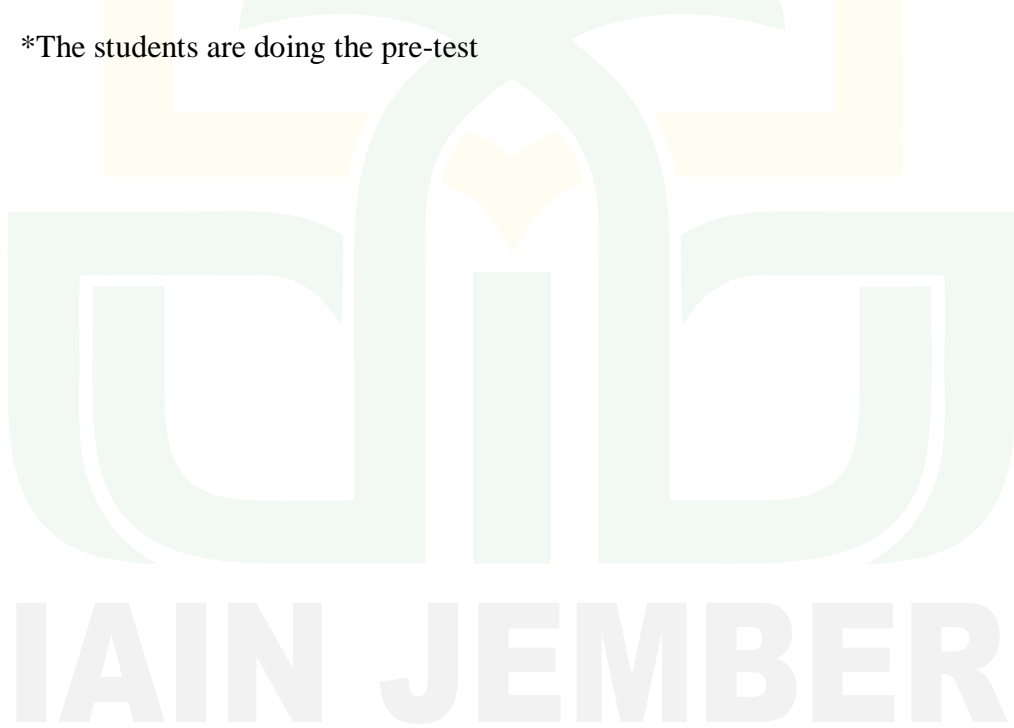




*Explanation more about Simple present to the Experimental Class



*The students are doing the pre-test





*The Students are doing the post-test





*Doing the treatment in the Experimental Class



*School yard of MTs Unggulan Al-Qodiri 1 Jember

