THE EFFECTIVENESS OF SCREENCAST-O-MATIC (SOM) ON

STUDENTSPEAKING ABILITY AT MA DARUL FATH PANGKEP

A THESIS

Submitted at the Fulfillment to Accomplish Bachelor Degree
At Faculty of Teacher Training and Education
Muhammadiyah University of Makassar

NURUL AZIZAH
105351107419

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2023

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN

Skripsi atas nama **Nurul Azizah** NIM **105351107419**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 803 Tahun 1445 H/2023 M, tanggal 23 Jumadil Awal 1445 H/07 Desember 2023 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Rabu 27 Desember 2023**.

Makassar, $\frac{\text{14 Jumadil Akhir 1445 H}}{\text{27 Desember 2023 M}}$

Panitia Ujian:

Pengawas Umum	: Prof. Dr. H. Ambo Asse, M.Ag	(...............)
Ketua	: Erwin Akib, S.Pd., M.Pd., Ph.D.	(...............)
Sekretaris	: Dr. H. Baharullah, M.Pd.	(...............)
Dosen Penguji	: 1. Dr. Nunung Anugrawati, S.Pd., M.Pd.	(...............)
	2. Farman, S.Pd., M.Pd.	(...............)
	3. Dr. Nur Qalby, SS., M.Hum.	(...............)
	4. Maharida, S.Pd., M.Pd.	(...............)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

بســـم اللّه الرحمن الرحيــم

APPROVAL SHEET

Tittle	:	THE EFFECTIVENESS OF SCREENCAST-O-MATIC (SOM)
		ON STUDENT SPEAKING ABILITY AT MA DARUL FATH
		PANGKEP
Name	:	Nurul Azizah
Reg. Number	:	105351107419
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, 27 Desember 2023

Approved By

Consultant I

Dr. Nur Qalby, SS., M.Hum.
NIDN. 0009066901
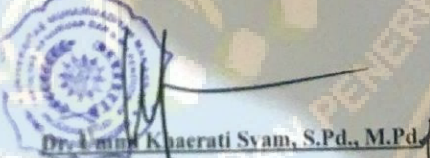
Consultant II

Awalia Azis, S.Pd., M.Pd
NIDN. 0909107906

Dean of FKIP
Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Head of
English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

بسم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	Nurul Azizah
NIM	:	105351107419
Department	:	English Education Department
Title	:	The Effectiveness of Screencast-O-Matic (SOM) on Students' Speaking Ability at MA Darul Fath Pangkep
Consultant I	:	Dr. Nur Qolbi. SS.,M.Hum

Day / Date	Chapter	Note	Sign
3/5-23		- abstract - acknowledgment - Using past in ch III	4
9/5-23		See notes	4
12/5-23		Ok ACC	4

Makassar, 12 mei 2023

Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	**Nurul Azizah**
NIM	:	**105351107419**
Department	:	**English Education Department**
Title	:	**The Effectiveness of Screencast-O-Matic (SOM) on Student Speaking Ability at MA Darul Fath Pangkep**
Consultant II	:	**Awalia Azis. S.Pd.,M.Pd.**

Day / Date	Chapter	Note	Sign
18/04-23	Bab IV	findings & Discussions, Classifying S. Inspeeding Abstrack	
15/04-23	Bab IV	Pretest & post test (R.S) posttest & pre test (Content) Hypthesis T.	
27/04-23	Bab V	Conclusion & Suggestion	
10/05-23		Rpp & Appendices	

Makassar, 12 - Mei 2023
Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

SURAT PERYATAAN

Saya yang bertanda tangan di bawah ini:

Nama   : **NURUL AZIZAH**

NIM   105351107419

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi : The Effectiveness of Screencast-O-Matic (SOM) on Students

Speaking Ability at MA Darul Fath Pangkep

Skripsi yang saya ajukan di depan tim penguji adalah asli hasil karya

sendiiri, bukan diciptakan atau dibuatkan oleh orang lain.

Demikian pernyataan ini saya buat dengan sebenarnya dan saya bersedia

menerima sanksi apabila ini tidak benar.

Makassar, Mei 2023

Yang Membuat Pernyataan

NURUL AZIZAH
105351107419

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama   : **NURUL AZIZAH**

NIM   105351107419

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi : The Effectiveness of Screencast-O-Matic (SOM) on Students

               Speaking Ability at MA Darul Fath Pangkep

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesainya skripsi ini, saya yang menyusunnya sendiri (tidak dibuatkan oleh siapapun).

2. Dalam penyusunan skripsi ini, saya melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.

3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi ini.

4. Apabila saya melanggar perjanjian pada butir 1, 2 dan 3, maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Mei 2023
Yang Membuat Pernyataan

NURUL AZIZAH
10535110741

ABSTRACT

Nurul Azizah, 2023. *The Effectiveness of Screencast-O-Matic (SOM) on Student Speaking Ability at MA Darul Fath Pangkep* (A Pre Experimental Research). A thesis of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nur Qalbi and Awalia Azis.

This research aimed to know the speaking ability students when use the Screencast-O-Matic Application at the second grade of MA Darul Fath Pangkep. This research utilized a pre-experimental research method with a quantitative approach which involved 15 samples of the students in the Eleven class IPS at MA Darul Fath Pangkep. This research instrument is a picture of place they had to describe with oral presentation.

The research result shows an improvement in the students' speaking ability expecially in fluency after recognize and use the Screencast-O-Matic Applications. It proved the post- test mean score was more significant than the pre-test (71.66>65.33). From the t- test researcher found, the value of the t-test was more excellent than the t-table (4.03>2.14479) at the level of significance 0.05 with the degree of freedom (df) = 14, which means that there was a significant difference between students' speaking before and after applying Screencast-O-Matic. It is also said that the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. The result of the research was effective in students' speaking fluency.

Keywords: *Screencast-O-Matic, Speaking fluency, Improvement.*

ABSRACT

Nurul Azizah, 2023. *Efektivitas Screencast-O-Matic (SOM) terhadap Kemampuan Berbicara Mahasiswa pada MA Darul Fath Pangkep* (Metode Pre Experimental). Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nur Qalbi dan Awalia Azis.

Penelitian ini bertujuan untuk mengetahui kemampuan berbicara siswa ketika menggunakan Aplikasi Screencast-O-Matic di kelas II MA Darul Fath Pangkep. Penelitian ini menggunakan metode penelitian pre eksperimen dengan pendekatan kuantitatif yang melibatkan 15 sampel siswa di IPS kelas Sebelas di MA Darul Fath Pangkep. Instrumen penelitian ini menggunakan sebuah gambar yang harus mereka deskripsikan dengan presentasi lisan.

Hasil penelitian menunjukkan adanya peningkatan kemampuan berbicara siswa secara khusus dalam kefasihan setelah mengenal dan menggunakan Aplikasi Screencast-O-Matic. Hal ini membuktikan skor rata-rata post-test lebih signifikan dibandingkan pre-test (71,66>65,33). Dari temuan uji-t tersebut, nilai uji-t lebih unggul dibandingkan dengan t-tabel (4,03>2,14479) pada tingkat signifikansi 0,05 dengan derajat kebebasan (df) = 14, yang berarti terdapat perbedaan yang signifikan antara siswa berbicara sebelum dan sesudah menerapkan Screencast-O-Matic. Juga dikatakan bahwa hipotesis nol (H0) ditolak, dan hipotesis alternatif (H1) diterima. Hasil penelitian efektif dalam kefasihan berbicara siswa.

Kata kunci: *Screencast-O-Matic, Kefasihan berbicara, Peningkatan.*

MOTTO

"ALLAH IS THE GREATEST"

DEDICATION

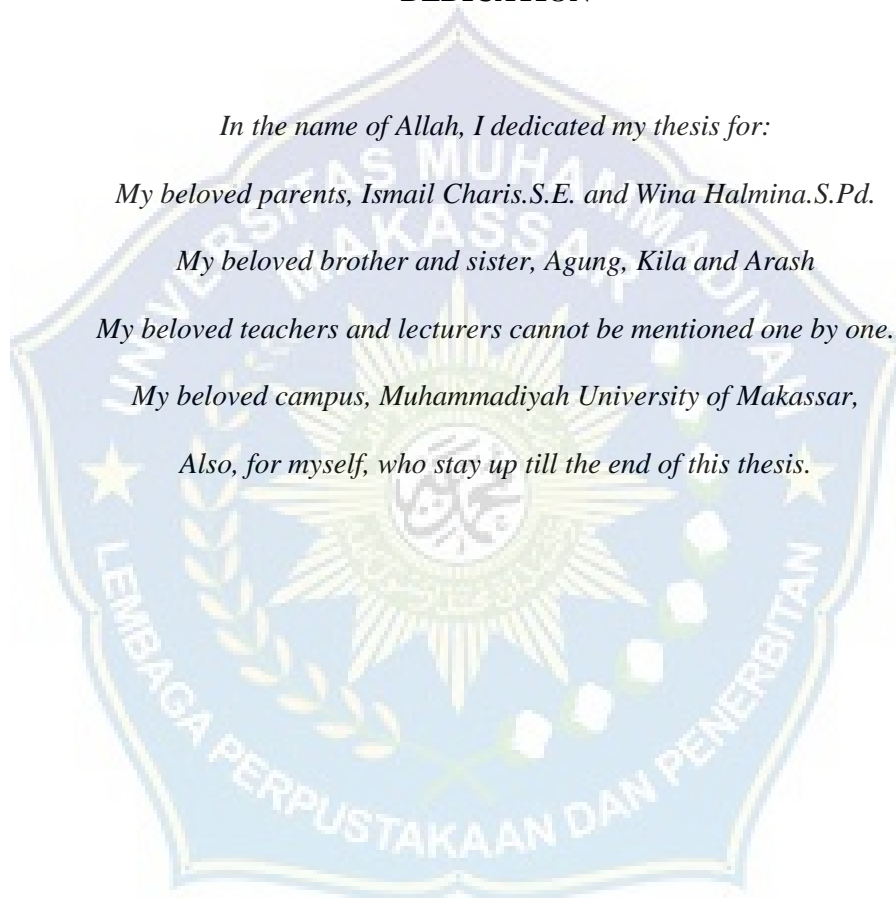*In the name of Allah, I dedicated my thesis for:*

My beloved parents, Ismail Charis.S.E. and Wina Halmina.S.Pd.

My beloved brother and sister, Agung, Kila and Arash

My beloved teachers and lecturers cannot be mentioned one by one.

My beloved campus, Muhammadiyah University of Makassar,

Also, for myself, who stay up till the end of this thesis.

ACKNOWLEDGMENT

In the name of Allah, the Most Gracious and the Most Merciful Alhamdulillah Rabbil Alamin, all praises to Allah SWT for the strengths and His blessing to the researcher in completing this thesis. *Sholawat* and *salam* go to our prophet Muhammad SAW for his invaluable dedications as the last messenger who has brought us from the darkness into the bright way. My deepest gratitude goes to my beloved parents, Mr Ismail Charis. S.E. and Mrs Wina Halmia. S.Pd. for their endless love, prayers and encouragement.

As leaners who eventually struggle enhance knowledge so there are many to construct this proposal but the writer believes that the difficulties are able to help increase a good habit how to be a good researcher. The writer is getting a help from several special people. Consequently, this proposal is able to compose systematically then the gratitude and appreciation deeply for:

1. Prof. Dr. H Ambo Asse, M.Ag., the Rector of Muhammadiyah University of Makassar.

2. Erwin Akib, M.Pd., Ph.D., the Dean of FKIP UNISMUH Makassar. The highest appreciation and deepest thanks for his best advice and motivation.

3. Ummi Khaerati Syam, S.Pd, M.Pd, the head of the English Education Department of FKIP UNISMUH Makassar. The most profound thanks for her motivations and suggestions in doing this thesis.

4. Dr. Nur qalbi. SS.,M.Hum. and Awalia Azis.S.Pd., M.Pd. The highest

appreciation for their time, suggestions, and motivation as my advisor so that the researcher could complete his thesis.

7. Wildhan Burhanuddin. S.Pd., M.Hum The highest appreciation for his time, suggestions, and motivations as my academic advisor

8. The greatest thanks addressed to Annoying but lovely person kak uppa, Reva, Celli, Ainun, Rafzhan, Azizi for their understanding and best support.

9. The greatest thanks addressed to Andi Israj Batara Songe for his time and best suggestion in completing this thesis.

10. The greatest thanks are addressed to IMM and EDSA for all the life lessons that help me improve my character.

11. The greatest thanks are addressed to Costly Class's members for being great classmates for almost four years.

The words were not enough to say many appreciations for their help and contribution in finishing this thesis. May Allah SWT guides and give them happiness throughout your life. Finally, the researcher realizes that this "thesis" was far from perfect, but hopefully, it can bring valuable things for the next researcher and everyone.
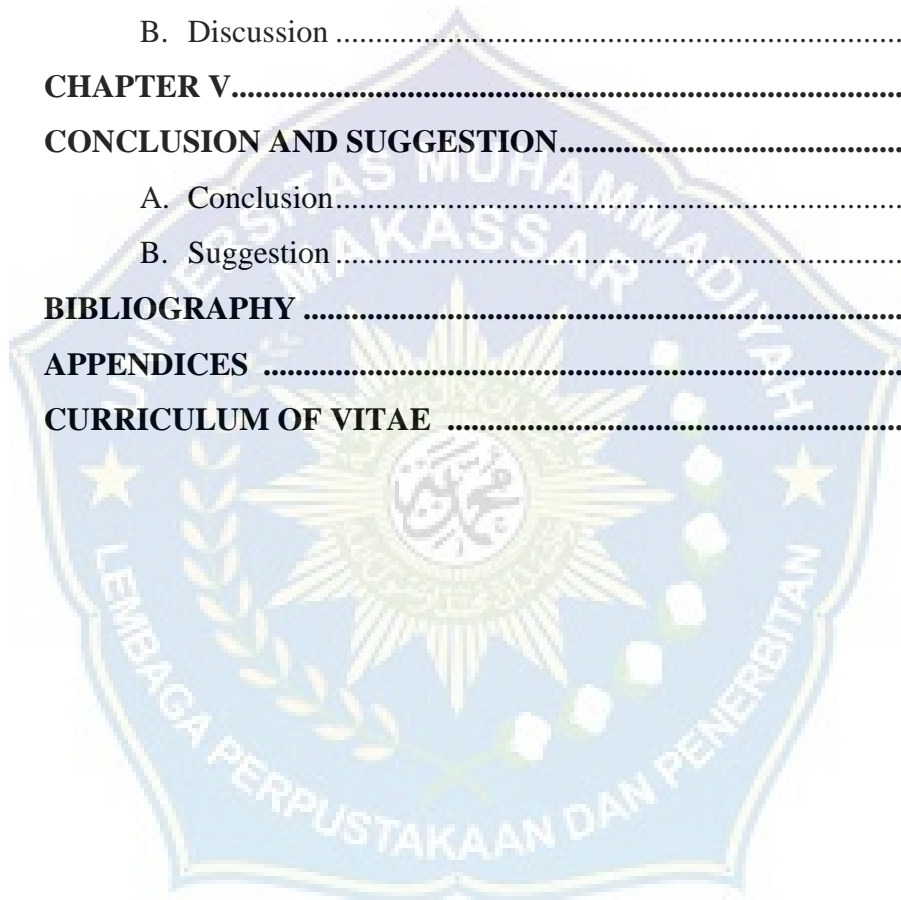
Mei 2023, Makassar

The researcher

Nurul Azizah

TABLE OF CONTENTS

LIST OF TABEL

TABLE OF FIGURE

CHAPTER 1

INTRODUCTION

A. Background

The growth and diffusion of technology has been the most rapid development in recent years. Modern society values technology because of how much it has improved the quality of human life. According to Jati (2016), the quick development of technology has altered language pedagogy and language use, opening up new avenues for writing, learning, and teaching that go beyond traditional cognitive learning environments and curricula. Language teachers now have a struggle to improve and modernize their teaching methods due to technological advancements.

In addition, the demand for English proficiency has grown recently. For kids to gain a better career, communicate with foreigners, get ready for their academic future, and other things, having good English proficiency is thought to be crucial. The four English language skills—listening, speaking, reading, and writing—must be mastered by students if they are to be considered competent in the language. Speaking is seen as a crucial ability for undergraduate students because it demonstrates their English language proficiency. Speaking requires a person to use their listening abilities, vocabulary, understanding of English sentences, pronunciation, articulation, and other skill. In a while, a lot of students think that speaking English is

1

challenging. Three explanations are given by Bailey (2003), who was cited by Nunan (2004), as to why students find speaking challenging. First, due to their insufficient English vocabulary and adequate structural knowledge. Second, there wasn't enough time for the students to rehearse. They only use English in class; otherwise, they don't. They don't get enough chances to talk in public outside. Third, because of the first and second reasons, the students lack confidence in their ability to speak English and believe that it is highly challenging.

The researcher's findings of facts provide credence to this idea. based on a few students' interviews. The possibility for pupils to learn English speaking skills is a challenge. The 150 minutes allotted for English lesson does not give the kids adequate opportunity to speak English. Therefore, it is crucial to give kids the tools they need to learn independently.

As was already said, effective and intelligent use of technology will enhance learning outcomes. There is a wide variety of computer software and programs that aid in the learning objectives of both teachers and pupils. One of the most recent pieces of software, Screencast-O-Matic (SOM), enables users to record their voice while simultaneously recording the computer screen. SOM, also referred to as a video screenshot and described as a digital recording of computer screen output by Badriah (2016), frequently includes audio narration. SOM is essentially a combination and simplification of Audacity and Windows Movie Maker. As a result, the finished product from SOM is a video. Users can

project anything through the computer screen, including desktop PCs, slide shows, films, and more. For flipped courses or to advertise their goods or services, businesses frequently use this tool. Many features are used that are very helpful, like the changeable screen, voice recording, pause option, smart tip, link to upload video, and others. According to Liam (2016), SOM makes it simple for businesses to explain, market, or present their goods and services in video format.

There haven't been many research, nevertheless, on the application of screencast-o-matic for language acquisition. Additionally, research conducted locally that investigate the impact of cutting-edge media, such as SOM applications, on students' achievements in real-world settings. Therefore, the main goal of this study is to ascertain how SOM application affects students' speaking abilities. It is intended to determine whether SOM application has a positiveimpact on the student's speaking ability and how well SOM application works to enhance thestudent's speaking ability.

Students will require feedback in the CALL class to serve as a roadmap for their own learning. Feedback is therefore regarded as a moderator variable in this study. It's crucial to look into how SOM applications combine with the feedback that students get during speaking courses. When an independent variable's impact on a dependent variable is influenced by the magnitude of other independent variables, this is known as an interaction effect. Accordingly, the impact of SOM on speaking ability may vary depending on the quality of

the feedback students receive. Three types of feedback were divided into three categories in this study: peer feedback, teacher feedback, and self-correction feedback. Teachers and lecturers are encouraged to utilize SOM if there is a favorable correlation between its use and the quantity of student feedback obtained.

Based on the explanation above, the researcher intends to conduct research with the title The Effectiveness Of Screencast-o-Matic On Students Speaking Ability At MA Darul Fath Pangkep. With the application of this learning application, it is hoped that it can improve students' speaking skills so that in the future they can become students' provisions in competing in this era of society 5.0

B. Problem Statement

Based on the background above, the problem formulate as follow : "How is the effectiveness of Screencast-O-Matic on student speking ability?

C. Objective of The Research

Based on the research problem above, the objective of this research as follow: "to determine the effectiveness of Screencast-O-Matic on student speking ability"

D. Significance of The Research

1. Theoretically

Become research-friendly information for readers. All information

necessary to gather meaningful information for the institution is gathered and organized in accordance with the requirements for further research and studies that are research-related.

2. Practical

   a. Students

   This research is expected to help a new method of learning to speak English emerge. Additionally, it is anticipated to contribute to the development of Indonesia's English teaching materials, particularly in the form of computer applications or software.

   b. For Teacher

   The author hopes this research will help teachers learn more about new technique of learning speaking English so that teachers can interact better with students. Teachers can apply screencast-O-matic application in teaching to achieve the best learning quality.

   c. For Researcher

   The results of this study should be an additional guideline or reference for the future researcher who will study related problems.

E. Scope of The Research

   The scope of this research focuses on how effective the screencast application is in increasing the speaking fluency of MA Darul Fath Pangkep students. The benchmark in this study is that students are able to use the

screencast application so that it is effective in improving speaking skills, especially in speaking fluency.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   The Previous Related Research Findings

The researcher presented a number of pertinent studies to help people understand this research. The first study was carried out by Eko Febri Syahputra (2021) for their article named "The Efficacy of Screencast-O-Matic Based Media in Developing Critical Thinking Skills For Students of The Study Program PGSD FKIP UMSU". This study's goal is to assess how effective the lectures for the PGSD FKIP UMSU Elementary School Teacher Education Study Program's screencast-o-matic-based learning paradigm are. Students have the freedom to attend lectures without time restrictions and many times with media that is based on screencast-o-matic. Based on this research, Screencast-O-Matic gives each student the chance to express the lessons they have just learned. In light of the research, it can be said that the screencast-o-matic-based learning model is extremely successfully used during online lectures and may give students the flexibility to access learning materials that have been recorded using the application whenever they want and wherever they are. In light of the research, it can be said that the screencast-o-matic-based learning model is extremely successfully used during online lectures and may give students the flexibility to access learning materials that have been recorded using the application whenever they want and wherever they are.

The second research conducted by Rahmi Rahayu (2016) "the Effectiveness Of Using Video-Recorded Speaking Task On Students' Speaking Skill". The outcome showed that, at significance level 0.000 and tobserve 3.897 in significance level 5%, the experimental class' score was substantially higher than that of the controlling class.

The third previous research was conducted by Do Thi Quy Thu and Dang Thi Cam Tu (2024) "Impacts of Video Recorded Feedback in Public Speaking Classes: An Empirical Study" at Hue College of Foreign Languages, Hue, Vietnam. This study found that video recorded feedback had beneficial impacts and that students had favorable sentiments regarding this still-novel kind of feedback. The findings of this empirical study also have implications for the prospective use of video recorded feedback in EFL programs and courses in Vietnam. Both the students' attitudes and the video recorded feedback's positive impacts were found to be favorable. The findings of this empirical investigation also have significance for the prospective use of video recorded feedback in Vietnam's EFL programs and courses.

Based on the statement above, the researcher concludes that research findings indicated that there is an effectiveness of screencast-O-Matic on the students' speaking ability.

The research above have a similiarity and difference with the researcher's study. The similarity of this research is to find out The Effectiveness of screencast-o-matic on the students speaking skill in English with pre experimental

approach and quantitative method. The differences of this research are the level and location to do the research. Beside that, this research only focuses on fluency students on speaking ability at the second grade of MA Darul Fath Pangkep

B.   Some Partinents Ideas

The pertinent theories used in this research are presented in this section. This study's basis will be provided by the literature review and textual sources used in connected fields

1.   Speaking

Speaking is a crucial skill that students should develop when learning a language. The success of language acquisition can be evaluated by speaking ability. In the language classroom, speaking skills should be taught and practiced. In actuality, people write more often than they speak in daily life, but many English teachers still focus the majority of class time on practicing reading and writing while almost disregarding speaking. According to Heaton (1989: 115), the main factors in assessing ability as follows:

a. Fluency is more about how effectively a learner conveys meaning than it is about how frequently they make errors in grammar, pronunciation, and vocabulary. Fluency and accuracy are frequently compared; fluency is concerned with the kind, volume, and gravity of errors committed. As a result, fluency is a fairly complex concept that relates primarily to the smoothness of continuity in conversation. It also takes into account the word order of sentences, some prosodic elements, and how sentences are

structured. A student could be fluent (make their meaning obvious) but inaccurate, for instance (make a lot mistake).

b. Accuracy is describes how correctly speakers use the language system, which includes vocabulary, grammar, and pronunciation. When discussing a learner's level of speaking and writing, accuracy and fluency are frequently contrasted. Accordingly, precision is crucial depending on how well the word and sentence patterns are understood. As a result, it necessitates taking into account the phonetic nature of standard English, particularly from the standpoint of the segmental (vowel and consonant) system. For instance, language manipulation exercises in the classroom can promote accuracy. Controlled practice, drill, research, and the application of grammar principles can all assist pupils in identifying their own errors.

c. Comprehensible is refers to how well a language fits the context. It also has to do with how informality is portrayed through language and idiom usage. Therefore, a language input that is understandable is one that listeners can grasp even if they do not fully comprehend all of the words and structures in it. Giving learning is the kind of input to support individuals in naturally acquiring language, in accordance with Krashen's theory of language acquisition.

Fluency activity has these four qualities:

(1) The facts are typically complete discourse fragments, such as conversationsand stories.

(2) Performance and the clarity with which concepts are communicated orcomprehended are evaluated.

10

(3)   In real life, texts are typically applied as they would be. (4) Tasks

frequentlyinvolve real-world simulations.

2.   Computer-Assisted Language Learning (CALL)

Greany (2002), which revealed that technology promoted the growth of independentlearning traits in high school students. Additionally, communication, empowerment, and learning were defined as the three common elements of student motivation offered by a technology-enhanced environment by Warschauer (1996), as mentioned by Greany (2002). Communication implies that the kids are able to interact with others. Since they felt less alone and were less hesitant to reach out to others, the kids felt empowered in thetechnological environment. Students who are learning believe that using a computer to learn more quickly and independently, write more artistically, and speak more confidentlygives them some degree of control over their education.

Additionally, according to Bates (2015), technology can complement in-class activities, particularly if it offers a method of learning from in-person instruction and is gradually introduced to get students ready for later independent study. The teacher shouldnext determine if the children have access to utilize the media in relation to access. It covers things like whether the students have access to an internet network, a personal computer or laptop, and the ability to install particular software on such devices. Since pupils cannot benefit from a particular medium or technology, no matter how effective itis in terms of education, if they cannot access it conveniently. (Bates, 2015). The chosen media should also account for all student differences in terms of the features of the classroom. It

11

indicates that all of the class members may use the selected media, irrespective of their own learning preferences and traits. According to Brown, other CALL activities that can be looked into include peer editing of written work, group projects, emailing, web page creation, reinforcing course material, games and simulations, computer adaptive assessment, and speech processing.

3.   Screencast-O-Matic

Screencast-O-Matic theories are presented in this section. There are two sections to the theories that are covered in this section. In the first, Screencast-O-features Matic's and nature are covered, while in the second, SOM's application in teaching English as a second language is covered.

a. Screencast-O-Matic Application

A new piece of software called Screencast-O-Matic (SOM) was released in 2012. SOM is a digital record of output from a computer screen. It is sometimes referred to as avideo screen grab with narration. SOM, according to Reinch & Daccord (2015, p. 223), isan application that enables users to record audio and video from their computer screens and submit them for free. In other words, it enables users to capture all activity on their computer screen, add audio commentary, and then preserve the recording for later sharing or listening. This software's use is straightforward. The user can modify the capture area's size once the software is installed and running. Users have the option to display the entire screen or only a section of it. All users need to do is press the record button once the capture area has been configured. After that,

anything you type or say into the microphone on the computer is recorded. Any time during the recording, it can be paused and resumed. After finishing the recording, users can save it in one of a number of common file formats to their storing location. The mp4 format is the most user-friendly. Additionally, the users are given three options for saving the recording results. It can first be saved by users in any folder on their computer. The second option is to immediately upload the recording to YouTube, and the third is to save the recording and upload it to the website Screencast-O-Matic.

SOM is available in two versions: a free recorder version and a pro recorder version. The costs and features offered are where the differences lie. Because customers may readily download, install, and use the software application without having to pay or register, it is referred to as the "free-recorder version." While installing and using the application, customers must pay $15 to use the pro-recorder version. The pro-recorder edition's capabilities, however, are more comprehensive than those in the free-recorder version.

The features provided in the free version of SOM are listed below.

1)   Suitable for Mac or Windows or PC

Installing the free recorder version on a Mac or Windows PC is possible. Users can receive the master program for free by downloading it from the SOM website (https://screencast-o-matic.com). The official SOM website can be seen at Image 2. By choosing "start recording," users of this website can obtain the free-recorder version's master setup. In general,

13

clients can use this application over the website without having to install anything on their PC. Users must, however, connect to an adequate amount of internet data. After being installed on their personal computer, they can use this software without an internet connection.
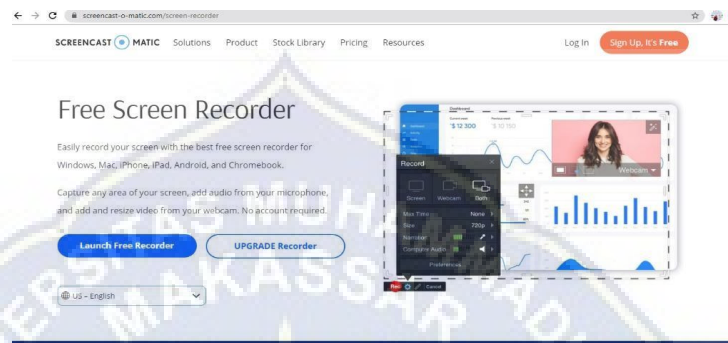
Picture 2.1 Official Website of Screencast-O-Matic

Users can begin installing on the computer after they have the master setup. The steps for installing SOM on a personal computer is a quick and simple process. In essence, the software system has been giving customers a few options. Users must connect to the internet for the initial run. The application is prepared for usage if a new window with three options appears, including Pro Recorder, Site License, and Free Recorder.

2) Resizing the Captured Area

The users of the free recorder version can additionally resize the region that was taken. Users can change the captured area by dragging the white-black border line. We could look at Image 2.2. The captured region on the left picture is on the left side of the desktop, however in the right picture it has been shifted to the right side of the desktop and is larger than the previous one.
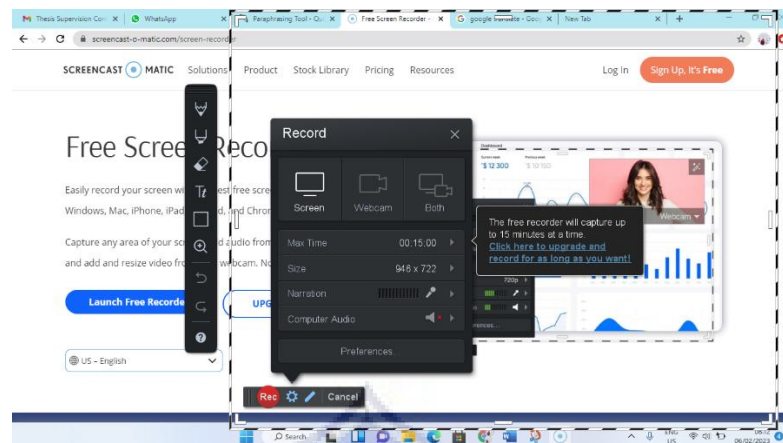
Picture 2.2 Adjusting the Captured Area

As previously indicated, by moving the border line, users can manually alter the size of the captured area. Instead, it can be automatically changed by choosing the program's possible recording size. There are four options: full screen, active window, 720p, and 480p. How the recording size can be automatically changed to fit the open window is shown in Figure 2.3.
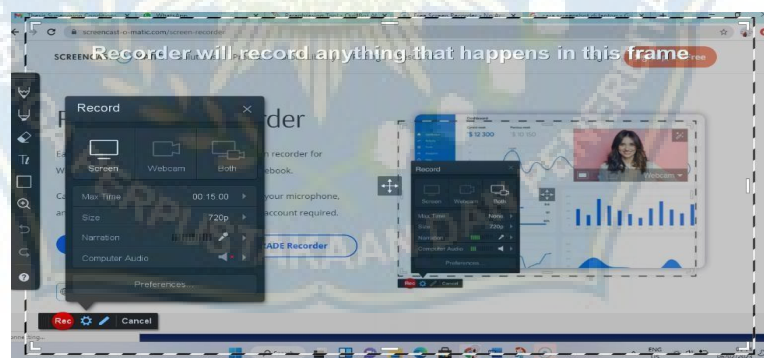
Picture 2.3 Adjusting Automatically

3) Screen Casting Picture, PowerPoint Slides, Video Clips and
    Anything on the Computer Desktop.

    SOM might include everything from static visuals, like slides with text
or pictures, to fully animated elements, including video clips or the

15

movement of the mouse. The addition of "call outs" can improve it (such as arrows or circles that emphasize certain parts of the screen image). Figure 2.4 shows an example of screencasting images to create The Legend of Lake Toba's digital story telling. It is possible to set the captured area's size to full screen. The SOM window won't stop the slides from progressing. The story can be told spontaneously by the speakers as a result.
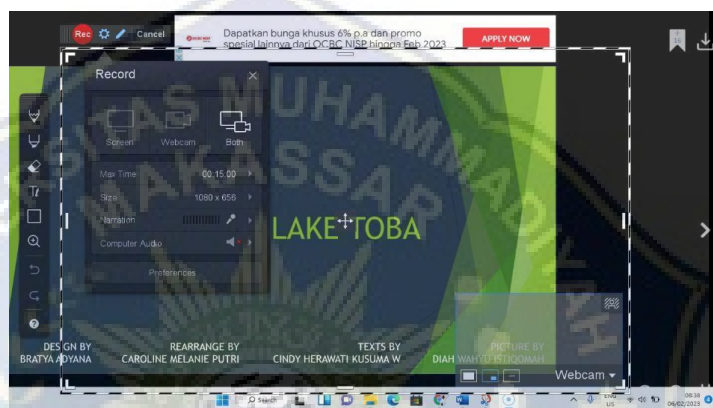
Picture 2.4 Screen Casting the slides

4)   Recording the Voices while Capturing the Computer Screen for 15 Minutes

Users of SOM can include audio when casting the computer screen, which is one of its benefits. It is advised to use a microphone or earphones in order to record clearly. The users' recording time is limited to 15 minutes in the free recorder edition. If consumers desire no limitations on the length of their recordings, they should purchase the pro-recorder version. The Pro-Recorder edition's premium features include unlimited recording. In order to start recording, users must click REC (red button - see Picture 2.5). Pressing the red button will start a countdown that goes

16

from three to one. The users' workspace for the recordings is provided by these numbers.
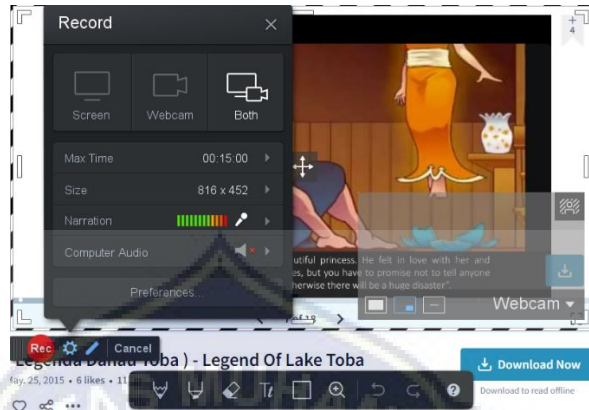
Picture 2.5 Recording Button

In those other sense, SOM users get a 3-second head start on casting and recording. Following option 1, there is GO!, which indicates that all voiceovers and activities on the computer screen will be recorded and captured. Users may manage their recordings extremely effectively with the help of this function. The preparation before recording and casting in Picture 2.6 is time-shifted in a series utilizing SOM.

5) Pausing the Recording

The users of SOM's free recorder version can also pause the recording. The recording button will turn into a pause icon after recording and casting have begun(see Picture 2.7). In this situation, users have the option to pause recording and casting at any moment. When it is pausing, none of the computer screen activity or voice recordings are cast or recorded.
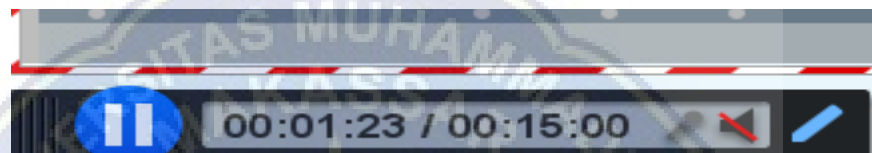
Picture 2.7 Pause Button

In SOM, the pause button essentially stops all activity in addition to pausing recording and casting. When it is pausing, the pause icon transforms into a rectangle box with a number of menus. Users only need to hit REC to resume recording (red button). Users can click the play button to listen to recordings if they so choose (◀). Users can start over with a new recording if they are nothappy with the outcomes of the previous one. The users can click the garbage icon to begin a new recording (🗑). Users can start a new recording by clicking this button, which also deletes the previous one. A screenshot of menus in a pause rectangular box is shown in image 2.8.
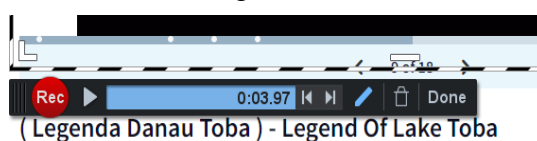
Picture 2.8 Menus in Pause Rectangle Box

6) Saving the Recording Results

Users should click the pause button and select menu DONE on the pause rectangle box once the recording is complete (see Picture 2.8). As a result, the SOM window will alter to look like Image 2.9.
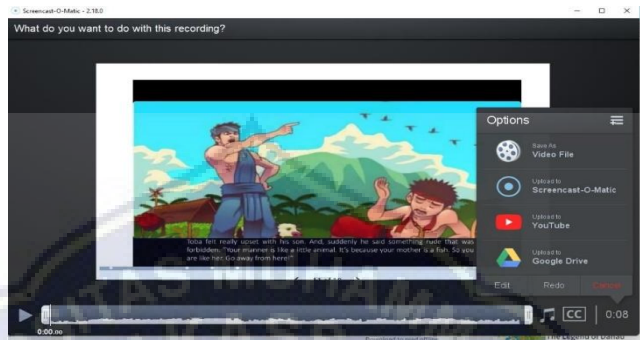
Picture 2.9 SOM Saving Window

SOM's save window offers a playback line for users (see Picture 2.9). The users of this line can listen to recordings and broadcasts. The users can also remove the unneeded sounds. If consumers are unsatisfied, they can select REDO from the Options inset (see Picture 2.9). It indicates that the users will stop the existing record and start another session.
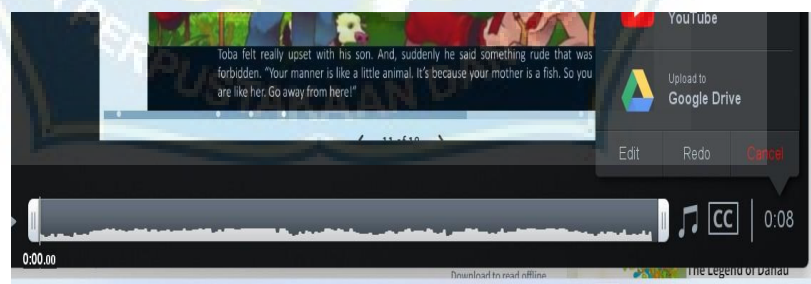
Picture 2.10 Playback Line in Saving Window
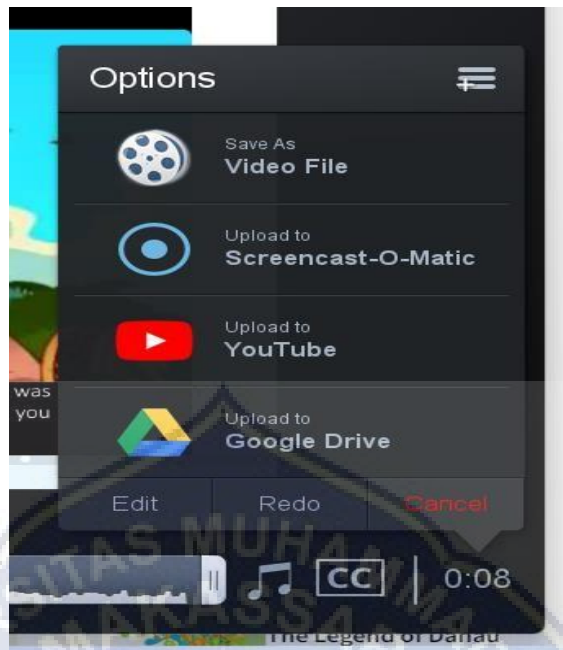
Picture 2.11 Saving Optionn

The recording findings of SOM can be saved in a variety of ways. Users have the option of saving the results in computer folders or on any external disks and uploading the results to the SOM channel on YouTube, as well as to other websites we recommend, such Vimeo, Google Drive, and Dropbox. Internet connection is essential if users want to upload the recording results to those websites. If consumers want to store the recording on external devices or computer directories. In this instance, users have the option to select the folder, the recording's name, and the file format. There are three different formats of recording, namely MP4, AVI, and FLV.

7) Utilizing Webcam

When making a video presentation, users can use the webcam. SOM can cast and record the webcam window in addition to the

captured region, as was previously discussed, which can be modified into the active window. The option to cast both the webcam window and videos or PowerPoint slides is available to users (see Picture 2.12). As a result, there will be an inset webcam like the one seen in Picture 2.12 in the lower right corner.
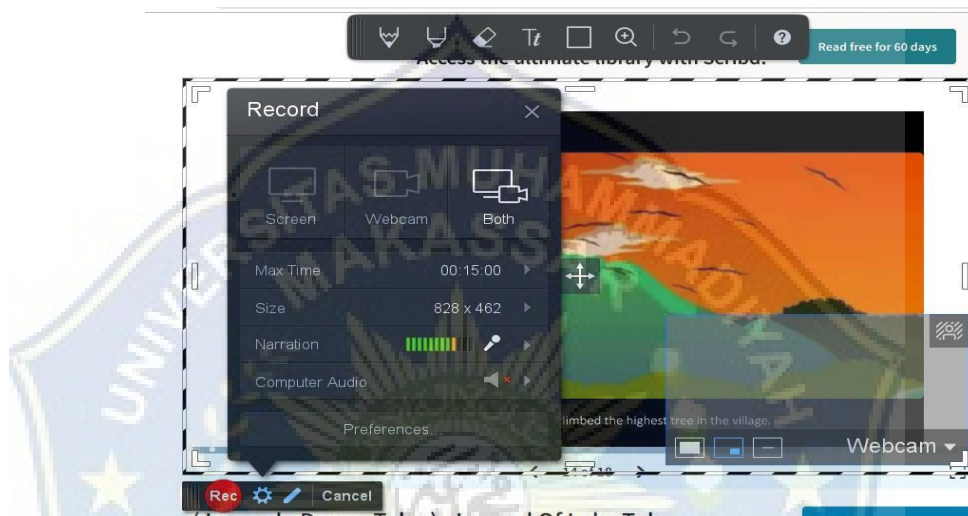
Picture 2.12 Screen Casting Webcam

b. The Use of SOM in ELT

Nowadays, high school and college students practically live their whole personal and professional lives online. As a result, it is essential for educators to be able to use and integrate both conventional and new methodologies (Lamb, 2016). SOM is a different but capable application that can be used. In both traditional and remote language instruction, Ruffini (2012) contends that screencast apps like SOM give students a student-centered and engaging learning experience. Additionally, it assists teachers in striking a balance between traditional pedagogical approaches and efficient technological use in order to promote language learning and enhance students' language knowledge

andcompetency.

SOM is one of the computer programs that allows users to record digital video and audio of what is happening on their computer screen, as was already explained. The goal of SOM in language learning, according to Brock (2012), is to practice giving lectures, making video presentations, and instructing online. Omer (2015) cited Stannard (2012) as saying that SOM gives students the opportunity to produce their own videos with adequate time to reflect, edit, and repeat them. It can be integrated into a wide range of educational activities and across the language curriculum, such as digital storytelling, narrated PowerPoint presentations, demonstrations, marketing presentations, persuasive presentations, and even simple reading and pronunciation drills (Omer, 2015). In addition, SOM provides permanent records that can be maintained online, downloaded, and replayed at the learners' convenience on a variety of platforms, according to Bates (2015), who also notes that this gives professors ample time to access the students' speaking performances.

SOM has been used in the teaching of English language in some prior studies. In 2013, Larry Ferlazzo conducts the SOM's initial study. In an EFL classroom in India, Ferlazzo ran an experiment to see how well K–12 children could understand narrative and folktale stories. The students in this study were given the task of developing a folktale presentation using SOM. First, the kids usedFrezi and PowerPoint to build a storyboard. The kids then

use SOM to cast the storyboard and record the voices. The students will see the folktale as the last exercise. According to Ferlazzo, the software helps students develop their imagination and creativity. Additionally, it is a potent piece of software that educates pupils on proper pronunciation.

In 2016, Indiriana and Ulfah from Universitas Negeri Yogyakarta conducted the second study. According to Indriana and Ulfah (2016), SOM can be used as a medium by the teacher to provide thorough feedback to improve students'composition. To assist the kids write better, SOM was put into practice. In that study, the professors' comments on the students' texts are shared via SOM. It wasan in-class action research project. The lecturers screencast the students' workwhile commenting on the errors and used SOM as a recorded feedback. SOM washelpful in raising students' knowledge of the writing components as a consequence.

C. CONCEPTUAL FRAMEWORK


```
                    ┌─────────────────┐
                    │    SPEAKING     │
                    └─────────────────┘
       ┌───────────────────┼───────────────────┐
┌──────────────┐  ┌──────────────────┐  ┌──────────────┐
│   PRE-TEST   │  │    TREATMENT     │  │  POST TEST   │
│              │  │(Screencast-O-Matic)│ │             │
└──────────────┘  └──────────────────┘  └──────────────┘
                           │
                  ┌─────────────────┐
                  │    FLUENCY      │
                  └─────────────────┘
                           │
               ┌────────────────────────┐
               │   THE EFFECTIVENESS    │
               │  SCREENCAST-O-MATIC    │
               └────────────────────────┘
```
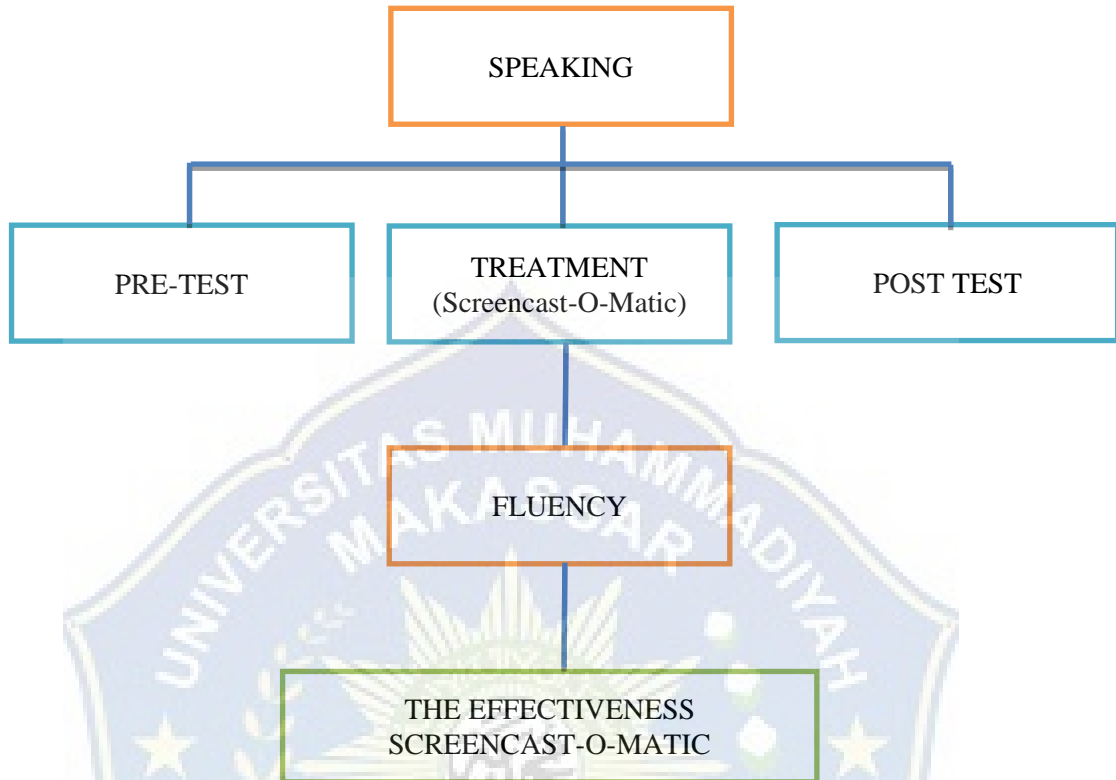
Figure 2.1 conceptual framework

There are three things that this study find out about. Finding out how SOM affects students' speaking fluency is the study's primary goal. Speaking fluency is an issue that many people encounter. This study aims to determine whether SOM can be a useful tool for helping students with their speaking issues and for enhancing their fluency when speaking.

Students can access recorded practice using SOM approaches. The pupils can record their practice before giving a presentation if they have recorded practices. As long as they are prepared, the students are free to record the voice wherever and whenever they wish. Students who lack confidence can use this

24

function to help them speak in front of a group or the general public. Additionally, the outcomes of recordings might be practically preserved in a computer or uploaded to specific social media. As a result, the students can listen to it again, evaluate it, and reflect on it to determine what kinds of speaking errors they commit. Also, the students try to take in and implement the information from the evaluation and reflection by not making the same mistakes. They also have a greater awareness of language and are more accustomed to checking the language used. SOM can assist students improve their speaking fluency since it gives them additional opportunities to practice speaking.

Researchers analyze to improve speaking skills, there are several steps. First, the researcher gave a pre-test for students in the form of aspeaking test. After give the pre-test, the researcher applied the treatment with the oral Screencast-O-matic application. During the treatment, the researcher focused to improve students speaking fluency with SOM application usage, then the researcher gave a final test or post test to find out the data.

D. HYPOTHESIS

This research aims to analyze the Effectivenes of Screencast-O-Matic on students speaking ability.

The hypothesis of this research formulated as follow:

1. H0 (Null hypothesis): There is no improvement in the students' speaking ability through Screeancast-O-Matic Application

2. H1 (Alternative Hypothesis): There is Improvementin the students' speaking ability through Screeancast-O-Matic Application

CHAPTER III

RESEARCH METHOD

The researcher wants to discover whether the independent variable causes changes in the dependent variable, hence this study used quantitative research with a pre-experimental approach. In experimental research, researcher alter at least one independent variable, regulate other dependent variables, and track impacts on one or more dependent variables.

A.   Research Design

This research used Pre-Experimental Research with a one-group pretest-posttest design. Research is a term used for any kind of investigation that is open to reveal interesting or new facts. In this study, researcher carry out the pre-test before giving treatment and a post-test after treatment. The purpose of this research is to determine the effectiveness of Screencast-O-matic Application on students speaking ability. This research held in MA Darul Fath Pangkep. It is located in District Minasate'ne, Pangkep Regency, South Sulawesi Province.

Table 3.1 One-Group Pretest–Posttest Design

Pre Test	Treatment	Post-test
Y1	X	Y2

Notes : Y_1 = Pre-test.

X = Treatment

Y_2 = Post-test.

(Ary et al., 2018: 250)

27

B. **Research Variable and Indicators**

1. Independent Variable

Independent variable is variable which can influence or respond to dependent variable. In this research, the independent variable using Screencast-O-Matic Application.

2. Dependent Variable

Dependent Variable is a variable cause or influence by another variable. Dependent variables in this research are students speaking ability.

3. Research indicators

The research indicator in this study is the effectiveness of screencast-O-Matic onstudents speaking ability.

C. **Population and Sample**

The population of this research is students at class XI MA Darul Fath Pangkep which totaled 2 class involved 30 students. The sample of this research is class XI IPS involving 15 students.

The reason for taking samples in this research is for researcher can more easily, efficiently, and effectively analyze the require data. The teacher suggest choosing a sample class XI.

Table 3.2 Sample of The research

No.	Number of Students'	
	Male	Female
1.	5	10
Total	15	

D.   Research Instrument

Speaking exams used by the researcher as a pre- and post-test to gauge how well students can interpret and comprehend the information. The pre-test administer before to the treatment to gauge the students' aptitude and ascertain whether or not they used the Screenast-O-Matic Application affect their ultimate score on the post-test. After receiving therapy, the post-test is administer, and the outcomes of the pre-test andpost-test compared.

E.   Data Collection

This research used pre-experimental research with one group pretest and post-test design. The pre-test and post-test have the same content but different in time allocation.

1.   Pre-test

The researcher gave a pre-test. Given time for 90 minutes. The pre-test is conduct to determine the level of students' ability in understanding the material.

2.   Treatment

The procedure was initiated by the researcher. There have been six meetings, each lasting 90 minutes. The SOM approach was used on the experiment group. Giving students extra opportunities to practice speaking English is a general aspect of speaking instruction.

The students used the SOM approach to practice speaking during the experimental lesson. The SOM application used by the students to record their speaking exercises. The students also practice speaking through role-playing, oral presentations, discussions, and other activities. Following each meeting, each

students had follow-up tasks to do. The follow-up exercises serve as homework and organize as tasks for individual study.

3.   Post-test

A post-test is complete when the treatments are finish. The results of the post-tests are gather and examine. The researcher circulate the questionnaire currently. The researcher will use statistical analyze to determine the main effect and interaction effect after getting the post-test results. The data from the questionnaire are in the meantime statistically validate and descriptively evaluate. Following that, some students are interview regarding how SOM help them become more proficient speakers. Additionally, it serve as a follow-up confirmation of their questionnaire response. after gathering the interview data, it is corroborate and analyze whether the results of the post-test are better than the pre-test or not.

F.   Data Analysis

In this research, the researcher used a speaking test. The researcher focus on how the effectiveness of Screencast-O-matic on students speaking ability. The pre-test is use to see the students' ability in understanding the material. Then a post-test is conduct to determine the effectiveness of Screencast-O-matic on students speaking ability. Researcher use statistical methods to analyze data.

1. Calculsting the students score

$$\text{Scoring} = \frac{\sum \text{total correct answer}}{\text{Maximum Score}} \times 100$$

2. There were seven categories utilized to categorize the pupils' scores, and they were as follows:

Table 3.3 Classifying the student score in speaking fluency

SCORE	CATEGORY
96-100	Native-like
86-95	Advance
76-85	Very Good
66-75	Good
56-65	Intermediate
36-55	Limited
0-35	Disfluent

(De Jong and Hulstijn, 2009)

3. To calculate the mean score of students' answer in both pre test and post test, the following formula was applied:

Formula :

$$x \quad = \quad \frac{\sum X}{N} \times 100$$

Where:

x = Mean score

∑x = The row score

N = The number of students

(sudjiono,2003:78)

4. To calculate the percentage of the students' improvement based pre test and post test:

Formula:

$$P = \frac{K2-K1}{K2} \times 100\%$$

Where :

P = percentage
K2 = Average score of Post test
K1 = Average of Pre test

(Sudjana, 2003:76)

5. Computing the frequency and rate percentage of students' score

Formula:

$$P = \frac{F}{N} \times 100\%$$

6. To find out the improvement of students' Speaking, the researcher used a t-test:

Formula:

$$t = \frac{D}{\sqrt{\frac{\Sigma D2 - \frac{(\Sigma D).2}{N}}{N(N-1)}}}$$

Where:

t = Test of significant difference
D = The mean of the difference score
ΣD = The sum of all score
$\Sigma D2$ = The square of the sum for difference
N = The total number of sample

(Sudjiono, 2003: 326)

7. Testing hypothesis

   After getting the students' significance scores (value of t), it compared with the value of the t-table. Suppose the value of the t-test is equal to or greater than the value of the t-table. In that case, it means that the Null Hypothesis (H0) is rejected, and the Alternative Hypothesis (H1) is accepted because there is a significant difference between pre-test and post-test after applying the podcast to improve students' vocabulary. The criteria for the hypothesis testing as follows:

Table 3.4 Criteria for the hypothesis testing

Testing	Hypothesis	
	H_0	H_1
t-test >t-table	Rejected	Accepted
t-test <t-table	Accepted	Rejected

(Sudjiono, 2003: 326

CHAPTER IV

FINDINGS AND DISCUSSION

The effectiveness of the Screencast-O-Matic application on students' speaking abilities is presented in this chapter along with discussion of the research findings. The research's conclusions included the information gleaned from the test's results. The researcher outlines how the findings should be interpreted in the discussion section.

A.   Findings

The findings of the study using the Screencast-O-Matic application to enhance second-grade their speaking fluency in MA Darul Fath Pangkep combines a quantitative data analysis with an experimental approach. Screencast-O-Matic Application significantly increased students' Speaking fluency, according to research based on data gathering from pre- and post-tests. Data analysis's findings could be summarized as follows:

1.   The Improvement of Students' Speaking ability

Based on the research results, the students' speaking skills improved when they used the Screencast-O-Matic application; the difference between the mean pre-test score of 65.33 and the post-test score of 71.66 shows this. The percentage of pupils that improved their vocabulary between the pre- and post-tests is 8.83%.

a. Pre-test

Before the researcher treated the pupils, the pre-test measured the percentage of students that spoke at a rapid rate. 15 Students second-grade MA Darul Fath Pangkep pupils participated in the procedure.

34

Table 4.1 The Pre-test Students' Rate Score

No	Clasifsification	Score	Pre-test	
			Frequency	Persentase
1.	Native-like	96-100	-	-
2.	Advance	86-95	-	-
3.	Very Good	76-85	1	6.67%
4.	Good	66-75	6	40%
5.	Intermediate	56-65	5	33.33 %
6.	Limited	36-55	3	20%
7.	Disfluent	0-35	-	-
	Total		15	100%

According to the data the researcher gathered from the pre-test, three students scored in the Limited category (which represented 20% of the class), five students scored in the Intermediate category (33%), six students scored in the Good category (40%), and one student scored in the Very Good category (7%). Additionally, none of the students have Disfluent, Advance, and Native categories that are particularly similar to one another. The Rearcher inferred from the pupils' Speaking score percentage that their mastery of Speaking needed to be improved.

b. Post-test

After the researcher treated the students, the Post-Test measured the percentage of Speaking Rate scores from the 15 students MA Darul Fath Pangkep second graders participated in the procedure.

Table 4.2 The Post-test Students' Rate Score

No	Clasifsification	Score	Post-test	
			Frequency	Persentase
1.	Native-like	96-100	0	0%
2.	Advance	86-95	1	6.67%
3.	Very Good	76-85	0	0%

4.	Good	66-75	9	60%
5.	Intermediate	56-65	5	33.33 %
6.	Limited	36-55	0	0%
7.	Disfluent	0-35	0	0%
Total			15	100%

Table 4.2 shows the results of students' speaking score in the post-test. According to the aforementioned data, one student (6.67%) fell into the Advance category, five students (33.33%) into the Intermediate category, and nine students (60%) into the Good category. None of the students fall within the Native-like, Limited, or Disfluent categories.

As observed in relation to the students' speaking score above, the outcome of the post-test was marginally improved. Few students in the Limited or Disfluent categories and more than half of the students who took the test received the Good classification.
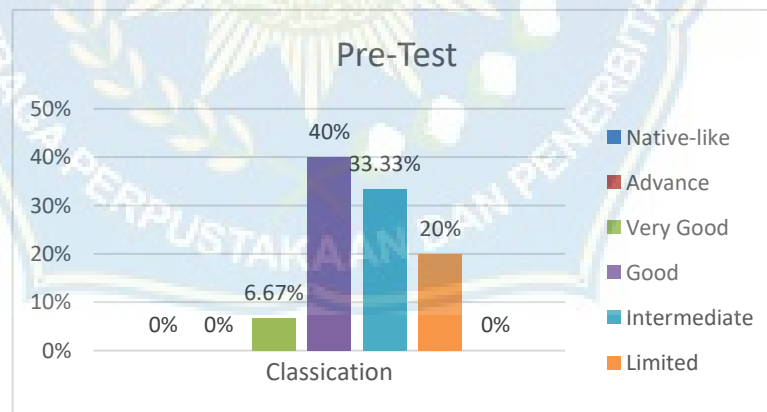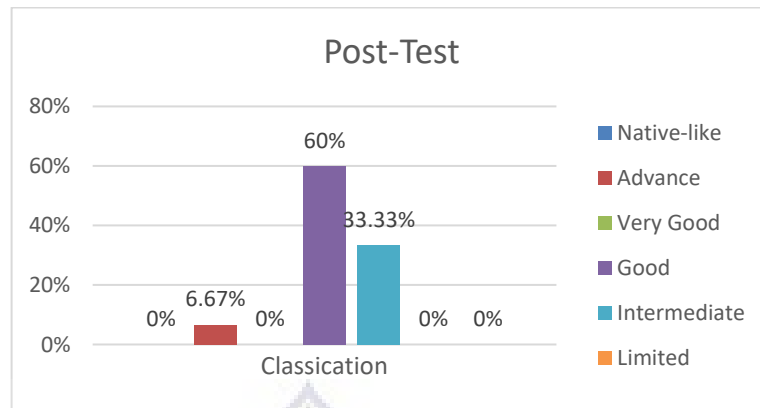
Post-Test

Figure 4.1: The Rate Frequency of The Students' Vocabulary Score in Pre-test and Post-test.

 c. Mean Score

  The improvement of the mean score of students' speaking can be seen in the following table:

Table 4.3 Mean Score of Students' Speaking in Pre-test and Post-test.

Indicator	Pre-Test	Post-Test	Improvement
Students Speaking	65.33	71.66	8.83%

According to the table of the mean speaking score for the students, the pre-test result was 65.33 (Intermediate), and the post-test result was 71.66 (Good). The research was improved by 8.83%. It is safe to believe that the study on the effectiveness of the Screencast-O-Matic application for students' speaking skills was successful.
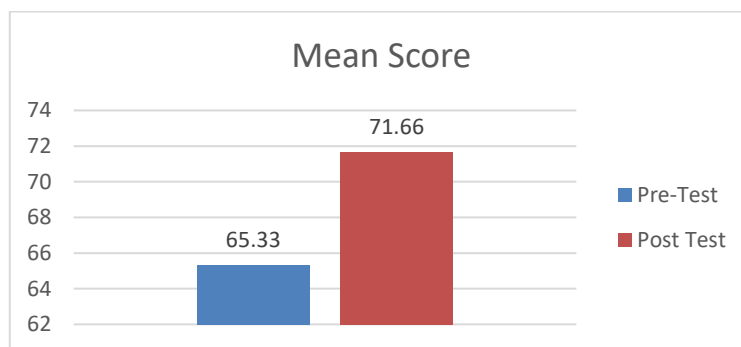
Figure 4.2 Mean Score of Students' Vocabulary in Pre-test and Post-test.

d. Hypothesis Testing

A hypothesis is the expected outcomes of this research that stated in chapter II. The hypothesis proposed in this research is The effect of Screencas-O-Matic Application in improving students speaking fluency.

The hypothesis was tested by using inferential analysis. In this case, the researcher used a t-test (test of significance) for the independent sample. The level of significance (α) = 0.05 with the degree of freedom (df) = N – 1, where N = number of subject (15 students) then the value of t-table is 2.14479 the t-test statistical. The analysis for the independent sample was applied, and the following table shows the result of the t-test calculation:

Table 4.4 The Comparison of T-test and T-table Score of the Students'

Speaking Improvement.

Indicator	Pre-Test	Post-Test	Improvement
Speaking Improvement	4,03	21,14	1,89%

Table 4.4 demonstrates that the t-test score (4.03>2.14) is higher than the value of the t-table. The alternative hypothesis (H1) is considered to have been accepted

38

while the null hypothesis (H0) was rejected. The pupils' speaking score improved between the results obtained before and after utilizing the screencas-o-matic application, as indicated by the significant number of 1.87.

B. Discussion

In this section, the findings' conclusions covered. The goal of the conversation was to discuss how Screencast-O-Matic affected students' speaking abilities. The explanation is based on the pre- and post-test results.

SOM is a different but capable application that can be used. In both traditional and remote language instruction, Ruffini (2012) contends that screencast apps like SOM give students a student-centered and engaging learning experience. Additionally, it assists teachers in striking a balance between traditional pedagogical approaches and efficient technological use in order to promote language learning and enhance students' language knowledge and competency.

SOM is one of the computer programs that allows users to record digital video and audio of what is happening on their computer screen, as was already explained. The goal of SOM in language learning, according to Brock (2012), is to practice giving lectures, making video presentations, and instructing online.

In accordance with each claim made by the earlier researchers, the conclusion of this study was that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected because the t-test result was higher than the value of the t-table (4.03>2.14479). The study showed that the alternative hypothesis, which was stated in chapter II, "There is an improvement in students'

speaking ability through the use of screencast-omatic application", was supported by the research. Speaking was difficult for the students because of their limited English vocabulary and inadequate structural knowledge, as was mentioned in the research background. Second, students didn't have time to practice. They don't speak English outside of class; just in class. They don't have many opportunities to converse in public outside. Third, due to the first and second reasons, the pupils don't have much faith in their ability to speak English and think it's very difficult. However, their speaking fluency has improved after using and being introduced to the Screencast-omatic application.

1. Students' Pre-test

The pre-test was conducted to discover the students' capability in speaking using the picture that should they are describe with oral presentation. The results show that the students find it difficult to start to describe because their insufficient English vocabulary and adequate structural knowledge, and also students lack confidence their ability to speak English. The students' mean score in the pre- test was 65.33, which is in the intermediate category. Related to the data above, it can be said that the speaking ability of the students is still low.

2. Students' Post-test

The post-test was utilized to locate the improvement of the students' speaking after given a set of treatment. It has been conducted using the same media and samples during the pre-test. Based on the data found by the researcher, the student's speaking ability is getting better. Most of the students

can describe the picture with oral presentation. It happened because students have receive the material and also practice in their home with the screencast-o-matic application. These results indicate that the Speaking ability of the students has been improved. Moreover, the students' mean score in the post-test was 71.66, which is in the Good category.

CHAPTER V

CONCLUSION AND SUGGESTION

A.   CONCLUSION

The research that utilized that the effectiveness of screencast-o-matic of the students' speaking skill is getting better. Most of the students can describe the picture with oral presentation. It happened because students have receive the material and also practice in their home with the screencast-o-matic application. These results indicate that the Speaking ability of the students has been improved.

In accordance with the previous sentence, the screencast-o-matic showed benefits for students. speaking abilities. in MA Darul Fath Pangkep's second grade. After using Screencast-o-matic, users noticed an improvement in their speaking skills and acknowledged its value as a learning tool. It was demonstrated by the rise in the students' mean score from 65.33 to 71.66 between the pre- and post-tests. It went up 8.83%. Furthermore, the t-test's result (4.03>2.14479) is better than the t-table's value

B.   SUGGESTION

Some Suggestion that are required of teachers, media creators, parents, university stakeholders, and other researchers based on the research findings and the implications of utilizing SOM in speaking classes. It is required of teachers to be open-minded about using technology in the classroom. Given how quickly technology is developing today, it is crucial for teachers to update their teaching methods by incorporating technology into their classroom activities. Additionally,

technology can assist the teacher in running more productive and effective lessons in the classroom. The teachers must be inspired to innovate or use technological tools because SOM are seen as hard and stimulating. The students are interested in challenging yet meaningful activities. Some technological devices can be exploited tocreate challenging and meaningful activities.

It is projected that language learning media and applications will continue to be developed and published by mobile app and computer software developers. It is envisaged that by working together with the teachers, media and application developers would be able to better match the materials' context and content to the

The last suggestion to the other scholars. Many areas of the study have still not been covered because of the time, financial, and knowledge constraints that were placed on it. As a result, additional researchers may carry out a more thorough investigation. Similar studies with the goal of determining the efficacy of alternative media may be conducted, but with attention paid to various moderator variables or with bigger study samples.

BIBLIOGRAPHY

Astuti, D. K. (2013). The Gap between English Competence & Performance (Performance: The Learners` Speaking Ability). Foreign Language Learning and Teaching Conference Proceedings. Retrieved from http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/660.pdf660-670 on October 4, 2016

Brown, H. D. (2003). Language assessment: principles and classroom practice. New York: Longman Pearson Education, Inc.

Brown, H. D. (2004). Teaching by principles: an interactive approach to language pedagogy. Englewood Cliffs, NJ: Prentice Hall Regents.

Brown, H. D. (2007). Principles of language learning and teaching (4th ed.). NewYork: Longman.

Brown, J.S. (2005). Learning, working & playing in the digital age. Retrieved from http://www.serendip.brynmawr.edu/seelybrown/seelybrown.html.

Reinch, J., Daccord, T. (2005). Best ideas for teaching with technology: a practical guide for teacher, by teachers. ERIC Books. Published on February 18

Brock, M. P. (2012). Best practices for teaching with emerging technologies. New York: Routledge.

Brown, G., & Yule, G. (1983). Teaching the spoken language. Cambridge: Cambridge University Press.

Brown, H. D. (1994). Principles of language learning and teaching. Englewood Cliffs, NJ: Prentice Hall Regents.

Brown, H. D. (2000). Principles of language learning and teaching (4th ed.). NewYork: Longman.

Bates, T. (2015). Teaching in a digital age: an online module https://opentextbc.ca/teachinginadigitalage/chapter1-8-2-the-sectionsmodel/sectionsmodel

Brown, H. D. (2007). Principles of language learning and teaching (4th ed.). NewYork: Longman.

Brown, J.S. (2005). Learning, working & playing in the digital age. Retrieved from http://www.serendip.brynmawr.edu/seelybrown/seelybrown.html.

Badriah. (2016). The impact of using Screencast-O-Matic in Teaching News Item Text. Proceedings of the 11th Bandung International Conference on Language and Education (Information and Communication Technology in Language Studies. Bandung: The Language Center of Bandung Institute of Technology ISBN 978-602-7861-61-9

Bailey, K. M. (2003). Speaking. In Nunan, D. (2004). Practical english language teaching. New York: Mc Graw-Hill Companies.

Greany, J. S. (2002). Students Perceptions on Language Learning in a Technological Environment: Implications for the New Millennium. Language Learning & Technology 6(1). pp. 165-180. Retrieved from http://llt.msu.edu/vol6num1/pdf/steppgreany.pdf on September 14, 2016

Hemerka, V. (2009). Low Speaking Performance in Learners of English. Masaryk University Brno, Department of English Language and Literature. Retrieved from https://is.muni.cz/th/186265/pedf_b/Low_Speaking_Performance_BC_Thesis.pdf on September 14, 2016

Heaton, J. B 1989. Writing English Language Test. New York: Longman.

Indriana, D., & Ulfah, R. (2016). The Implementation of Screencast-O-Matic to Help Improve Students' Writing. TESOL Indonesia: An International Conference Proceedings x(x) August 2016.

Inggriyani, F., & Fazriyah, N. 2018. Analisis Kemampuan Berpikir Kritis Siswa Dalam Pembelajaran Menulis Naras. Jurnal Pendidikan Dasar, 9(2), 30-41.

Jati, G. (2016). E-teacher development: Can teachers contribute in digital era?. Proceedings of the 11th Bandung International Conference on Language and Education (Information and Communication Technology in Language Studies. Bandung: The Language Center of Bandung Institute of Technology ISBN 978-602-7861-61-9

Jong, N. de. and J. Hulstijn. (2009). Relating Ratings of Fuency to Temporal and Lexical Aspects of Speech. Amsterdam: Utrecht Institute of Linguistics.

Liam, A. (2016). Information and Communication Technology in Language Studies. Proceedings of the 11th Bandung International Conference on Language and

Education (Information and Communication Technology in Language Studies. Bandung: The Language Center of Bandung Institute of Technology ISBN 978-602-7861-61-9

Ledyard, J. O. (2020). Experimental Research. The handbook of experimental economics, 111.

Nunan, D. (2003). Practical english language teaching. New York: Mc Graw-Hill Companies.

Omer, B. (2016). Screencast-O-Matic. https://screencast-o-matic/watch/cD6lFJzjJ

Ruffini, M. (2012). Screencasting to Engage Learning: AN ONLINE SOURCE. Retrieved from http://er.educause.edu/articles/2012/11/screencasting-toengage-learning Sadler, D.R. (1989).

Somdee, M., & Suppasetseree, S. 2012. Developing English Speaking Skills of Thai Undergraduate Students by Digital Storytelling through Websites. Foreign Language Learning Teaching Conference Proceedings. Retrieved from http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/166.pdf on September 14, 2016

Somdee, M., & Suppasetseree, S. 2012. Developing English Speaking Skills of Thai Undergraduate Students by Digital Storytelling through Websites. Foreign Language Learning Teaching Conference Proceedings. Retrieved from http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/166.pdf on September 14, 2016.

Sugiarti, D. (2014). Using Information-Gap Activities to Improve The English Speaking Skill of XI KR 4 Students at SMK Negeri 3 Yogjakarta in The Academic Year of 2013/2014.

Sudjana. 1996. Metoda Statistika. Bandung: Penerbit Tarsito

Warschauer, M. (1996). Motivational aspects of using computers for writing and communication. In M.Warschauer (Ed.), Telecollaboration in foreign language learning: Proceedings of the Hawai'isymposium (Technical Report # 12; pp. 29-46). Honolulu: University of Hawai'i, Second Language

Widdowson, H.G. (1994). Teaching language as communication. Oxford: Oxford University Press.

APPENDICES

APPENDICES A (LESSON PLAN)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : MA DARUL FATH

Mata Pelajaran   : Bahasa Inggris

 Kelas/Semester   : VIII

Jenis Teks   : Teks Deskriptif

Alokasi Waktu   : 2 x 35 Menit

A. Standar Kompetensi

1. Mengungkapkan makna dalam teks lisan fungsional pendek sangatsederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangatsederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat berbentuk :
descriptive

C. Indikator

12.1.1   Mengidentifikasi teks sederhana bentuk descriptive dalam sebuah game

12.1.2   Mengidentifikasi bentuk teks sederhana dalam bentuk descriptive.

D. Capaian Komptenesi

Peserta didik menggunakan teks lisan, tulisan dan visul dalam bahasa inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembaca. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam

mempelajari bahasa inggris di fase ini. Peserta didik menggunakan bahasa inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi dalam bahasa inggris mulai mengembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

E. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Aktif dalam kegiatan belajar dan pembelajaran di kelas terkait pembelajaran teksdeskriptif

2. Mengidentifikasi sebuah game tentang mendeskripsikan hewan

3. Mengidentifikasi teks deskriptif tentang mendeskripsikan dengan memperhatikan beberapa aspek, yakni unsur bahasa dan langkah retorika padasebuah teks deskriptif.

F. Materi Pembelajaran

- Model Teks monolog berbentuk deskriptif tentang MY PET.

- Langkah retorika terkait teks: identification, and description.

- Generic Structure of Descriptive Text

    a. Identification

    b. Description

- Language Features

    a. using simple present tense

b. using adjectives

c. using linking verbs

d. using pronouns

- Game : GUESS WHAT ?

Teks monolog berbentuk descriptive :

I have a cute cat in the house. Her name is Rosa. She is a local cat. He came from nowhere to my house one month ago.

Like an ordinary local cats, Rosa's fur is not too thick. her fur are white and black. There is a heart-shaped pattern on her body that makes her so unique. Looking her body, I know that her age is not more than five months. Rosa's body is not long enough. The length is only about 20 cm.

Although she is short, but she is very cute and adorable. Moreover, she is very active when plays with me. She can spend a lot of time just to play. Shealso can spend many hours to sleep. Everyday, I never forget to feed Rosa. She like eating fish and milk. Sometimes, I also give she dry cat foods. When I feed her, she will wiggleher tail that shows she is very happy

I really like Rosa. She is my first pet. She also has become my best friend.

G. Metode

Communicative Language Learning (CLL)

H. Langkah

Pembelajaran

Kegiatan

Pendahuluan (10m)

1. Guru menyapa siswa

2. Guru mengecek absensi siswa

3. Guru melakukan apersepsi dengan penjelasan pada pertemuan
   sebelumnya

Kegiatan Inti (40m)Eksplorasi

Dalam kegiatan ekplorasi, siswa:

- Mendiskusikan dan bermain sebuah game GUESS WHAT

- Meminta siswa menjadi beberapa kelompok dan mendengarkan
  siswa yangpresentasi

- Meminta siswa untuk mempresentasikan text yang telah di berikan
  kan dipertemuan sebelumnya

- Meminta siswa lain untuk menentukan generic structure dari teks tersebut

Elaborasi

Dalam kegiatan elaborasi, guru:

- Meminta siswa untuk memahami teks deskriptif yang telah
  presentasikan

- Memfasilitasi siswa melalui pemberian tugas berkelompok untuk
  menemukangeneric structure

- Memberi kesempatan siswa untuk mengevaluasi secara
  bersama lalumengumpulkan hasil diskusinya

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik pada siswa yang telah dapat menyelesaikan tugasnya

- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa

- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajaryang sudah dilakukan

- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikutimateri mengenai cara menemukan generic structure dari teks deskriptif.

Kegiatan Penutup (10m)

- Siswa dan guru melakukan refleksi terhadap kegaitan yang sudah dilaksanakan

- Guru memberikan tugas kepada siswa tentang text deskriptif dan merekamnya dengan aplikasi Screencast O-matic.

- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya

- Guru menutup pembelajaran dengan ramah dan disertai salam

H. Media, Alat dan Sumber Pembelajaran

Media : Power Point Presentation.

Alat : Laptop, LCD, kertas karton dan spidol.

Sumber Belajar :

- Buku siswa next move

- http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/my-town

I. Penilaian

Scoring Rubric of Speaking

NO	CRITERIA	RATING SCORE	DESCRIPTIONS
1.	Pronunciation	95-100 85-94 75-84 65-74 Below 65	- Has few traces of foreign language. -Always intelligible, thought one is conscious of a definite accent. -Pronunciation problem necessities concentrated listening andoccasionally lead to misunderstanding. -Very hard to understand because of pronunciation problem, most frequently be asked to repeat. -Pronunciation problem to serve as to make speech virtually unintelligible
2.	Grammar	95-100 85-94 75-84 65-74 Below 65	- Make few (if any) noticeable errors of grammar and word order. - Occasionally makes grammatical and or word orders errors that do not, however obscure meaning. - Make frequent errors of grammar and word order, which occasionally obscure meaning. - Grammar and word order errors make comprehension difficult, must often rephrases sentence. - Errors in grammar and word order,

			so, severe as to make speech virtually unintelligible.
3.	Vocabulary	95-100	- Use of vocabulary and idioms is virtually that of native speaker.
		85-94	- Sometimes uses inappropriate terms and must rephrases ideas because of
			lexical and equities.
		75-84	- Sometimes uses inappropriate terms and must rephrases ideas because of
			lexical and equities.
		65-74	- Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		Below 65	-Misuse of words and very limited vocabulary makes comprehension quite difficult.
4.	Fluency	95-100	- Vocabulary limitation so extreme as to make conversation virtually Impossible.
		85-94	- Speech as fluent and efforts less as that of native speaker.
		75-84	-Speed of speech seems to be slightly affected by language problem.
		65-74	- Speed and fluency are rather strongly affected by language problem.

		Below 65	- Usually hesitant, often farced into silence by language limitation.
5.	Comprehension	95-100	**-** Speech is as halting and fragmentary as to make conversation virtually Impossible.
		85-94	- Appears to understand everything without difficulty.
		75-84	- Understand nearly everything at normal speed although occasionally repetition may be necessary.
		65-74	- Understand most of what is said at slower than normal speed without Repetition.
		Below 65	- Has great difficulty comprehend. social conversation spoken slowly and with frequent repetition.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : MA DARUL FATH

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII

Jenis Teks   : Teks Deskriptif

Alokasi Waktu   : 2 x 35 Menit

A. Standar Kompetensi

2. Mengungkapkan makna dalam teks lisan fungsional pendek sangatsederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangatsederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat berbentuk : *descriptive*

C. Indikator

12.1.3   Mengidentifikasi teks sederhana bentuk descriptive dalam sebuah perckapan

12.1.4   Mengidentifikasi bentuk teks sederhana dalam bentuk descriptive.

D. Capaian Komptenesi

Peserta didik menggunakan teks lisan, tulisan dan visul dalam bahasa inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembaca. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa inggris di fase ini. Peserta didik menggunakan bahasa inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai

topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi dalam bahasa inggris mulai mengembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

E. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Aktif dalam kegiatan belajar dan pembelajaran di kelas terkait pembelajaran teksdeskriptif
2. Mengidentifikasi sebuah game tentang mendeskripsikan hewan
3. Mengidentifikasi teks deskriptif tentang mendeskripsikan dengan memperhatikan beberapa aspek, yakni unsur bahasa dan langkah retorika padasebuah teks deskriptif.

F. Materi Pembelajaran

-   Model Teks percakapan berbentuk deskriptif
-   Langkah retorika terkait teks: identification, and description.
-   Generic Structure of Descriptive Text
    c.   Identification
    d.   Description
-   Language Features
    a. using simple present tense
    b. using adjectives
    c. using linking verbs

d. using pronouns

- Conversation

Teks Conversationberbentuk descriptive :

Fiki : Linda is your neighbor, isn't she?

Nina : yes fiki, she is my neighbor

Fiki : good! I saw her when she was walking near your house yesterday.

Nina : really?

Fiki :how does your friend look like?

Nina : linda is a chubby girl, she has straight long hair, she wears glasses, when she smile she has two dimples on her cheeks.

Fiki : is she good at school?

Nina : yes very, she is our model student, she is so smart, humble and friendly

Fiki : nice

G. Metode

Communicative Language Learning (CLL)

H. Langkah Pembelajaran Kegiatan

Pendahuluan (10m)

1. Guru menyapa siswa

2. Guru mengecek absensi siswa

3. Guru melakukan apersepsi dengan penjelasan pada pertemuan sebelumnya

Kegiatan Inti (40m)

Eksplorasi

Dalam kegiatan ekplorasi, siswa:

- Meminta siswa menjadi beberapa kelompok dan mendengarkan siswa yangpresentasi
- Meminta siswa untuk mempresentasikan text yang telah di berikan kan dipertemuan sebelumnya
- Meminta siswa lain untuk menentukan generic structure dari teks tersebut

Elaborasi

Dalam kegiatan elaborasi, guru:

- Meminta siswa untuk memahami teks deskriptif yang telah presentasikan
- Memfasilitasi siswa melalui pemberian tugas berkelompok untuk menemukangeneric structure
- Memberi kesempatan siswa untuk mengevaluasi secara Bersama lalumengumpulkan hasil diskusinya

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik pada siswa yang telah dapat menyelesaikan tugasnya
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa

- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajaryang sudah dilakukan
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikutimateri mengenai cara menemukan generic structure dari teks deskriptif.

Kegiatan Penutup (10m)

- Siswa dan guru melakukan refleksi terhadap kegaitan yang sudah dilaksanakan
- Guru memberikan tugas kepada siswa tentang text deskriptif dan merekamnya dengan aplikasi Screencast O-matic.
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- Guru menutup pembelajaran dengan ramah dan disertai salam

H. Media, Alat dan Sumber Pembelajaran

Media   : Power Point Presentation.

Alat   : Laptop, LCD, kertas karton dan spidol.

Sumber Belajar   :

- Buku siswa next move
- http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/my-town
- https://learnenglishkids.britishcouncil.org/en/games/identipet

I.   Penilaian

Scoring Rubric of Speaking

NO	CRITERIA	RATING SCORE	DESCRIPTIONS
1.	Pronunciation	95-100	- Has few traces of foreign language.

		85-94	-Always intelligible, thought one is conscious of a definite accent.
		75-84	-Pronunciation problem necessities concentrated listening andoccasionally lead to misunderstanding.
		65-74	-Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		Below 65	-Pronunciation problem to serve as to make speech virtually unintelligible
2.	Grammar	95-100	- Make few (if any) noticeable errors of grammar and word order.
		85-94	- Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		75-84	- Make frequent errors of grammar and word order, which occasionally obscure meaning.
		65-74	- Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		Below 65	- Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3.	Vocabulary	95-100	- Use of vocabulary and idioms is virtually that of native speaker.
		85-94	- Sometimes uses inappropriate

			terms and must rephrases ideas because of
		75-84	lexical and equities.
			- Sometimes uses inappropriate terms and must rephrases ideas because of
		65-74	lexical and equities.
			- Frequently uses the wrong words conversation somewhat limited
		Below 65	because of inadequate vocabulary.
			-Misuse of words and very limited vocabulary makes comprehension quite difficult.
4.	Fluency	95-100	- Vocabulary limitation so extreme as to make conversation virtually Impossible.
		85-94	- Speech as fluent and efforts less as that of native speaker.
		75-84	-Speed of speech seems to be slightly affected by language problem.
		65-74	- Speed and fluency are rather strongly affected by language problem.
		Below 65	- Usually hesitant, often farced into silence by language limitation.
5.	Comprehension	95-100	- Speech is as halting and fragmentary as to make conversation virtually

			Impossible.
		85-94	- Appears to understand everything without difficulty.
		75-84	- Understand nearly everything at normal speed although occasionally repetition may be necessary.
		65-74	- Understand most of what is said at slower than normal speed without Repetition.
		Below 65	- Has great difficulty comprehend. social conversation spoken slowly and with frequent repetition.

APPENDICES B (INSTRUMENT PRE TEST AND POST TEST)

Pre-test

Describe this picture below by your own opinion with oral presentation !

Your time is 5 minutes

Post-test

Describe this picture below by your own opinion with oral presentation !

Your time is 5 minutes

APPENDICES C

C.1 The Name of the selected students

C.2 The Students' Row of Pre-Test

C.3 The Students' Row of Post-Test

C.4 Table of Students' speaking Totally Score Achievement

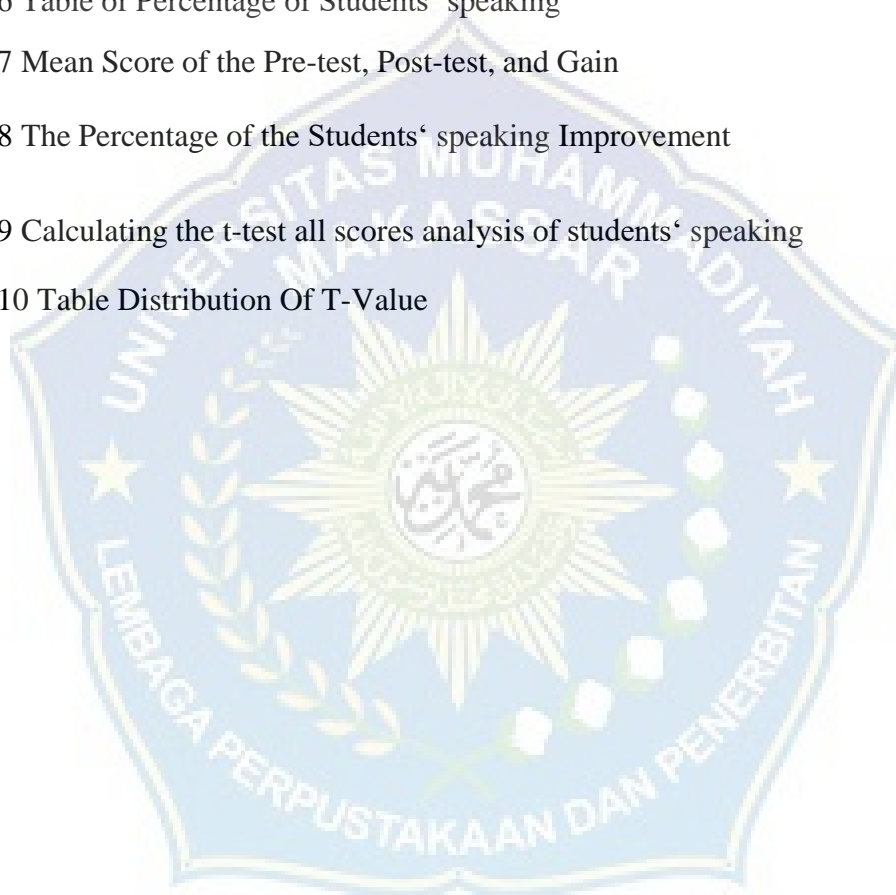C.5 Classification of Students' speaking All Scores.

C.6 Table of Percentage of Students' speaking

C.7 Mean Score of the Pre-test, Post-test, and Gain

C.8 The Percentage of the Students' speaking Improvement

C.9 Calculating the t-test all scores analysis of students' speaking

C.10 Table Distribution Of T-Value

APPENDICES C.1

The Name of the selected students of second grade of MA Darul Fath Pangkep

No	Sample	Class	Code
1	AIMAR ADITYA	XI IPS	S-1
2	FITRAYANTI	XI IPS	S-2
3	RAHMA	XI IPS	S-3
4	HASYATI IMLAKEN	XI IPS	S-4
5	MUHAMMAD ARDI	XI IPS	S-5
6	NURHINAYAH	XI IPS	S-6
7	ELSA DAMAYANTI	XI IPS	S-7
8	NIKMATUL ILMI	XI IPS	S-8
9	SUNARTI	XI IPS	S-9
10	NUR AZIZAH	XI IPS	S-10
11	KAMISAH	XI IPS	S-11
12	ALGI FAHRI PUTRA SUDAR	XI IPS	S-12
13	AFDAL JUNAID	XI IPS	S-13
14	ARDIANSYAH	XI IPS	S-14
15	AULIA	XI IPS	S-15

APPENDICES C.2

The Students' Row of Pre-Test

Respondents	Score
S-1	75
S-2	55
S-3	60
S-4	55
S-5	70
S-6	60
S-7	80
S-8	70
S-9	55
S-10	70
S-11	75
S-12	60
S-13	75
S-14	60
S-15	60
Total	$\sum X = 980$
Mean Score (X)	$\bar{X} = 65.33$

APPENDICES C.3

Table of Students' Row Post-Test

Respondents	Score
S-1	75
S-2	60
S-3	65
S-4	65
S-5	70
S-6	65
S-7	75
S-8	60
S-9	70
S-10	75
S-11	95
S-12	75
S-13	75
S-14	75
S-15	75
Total	$\sum X = 1075$
Mean Score (X)	$\overline{X} = 71.66$

APPENDICES C.4

Table of Students' speaking Totally Score Achievement.

Students	All Score		D (X_2- X_1)	D²
	Pre (X_1)	Post (X_2)		
S-1	75	75	0	0
S-2	55	60	10	100
S-3	60	65	10	100
S-4	55	65	20	400
S-5	70	70	0	0
S-6	60	65	10	100
S-7	80	75	-10	100
S-8	70	60	20	400
S-9	55	70	30	900
S-10	70	75	10	100
S-11	75	95	40	1600
S-12	60	75	20	400
S-13	75	75	0	0
S-14	60	75	30	900
S-15	60	75	30	900
TOTAL	$\sum X1=980$	$\sum X2 =1075$	$\sum D=220$	$\sum D^2=6000$
			$(\sum D)^2=48.400$	

Classification of Students' Vocabulary All Scores.

Students	Pre-test	classification	Post-test	Classification
S-1	75	Good	75	Good
S-2	55	Limited	60	Intermediate
S-3	60	Intermediate	65	Intermediate
S-4	55	Limited	65	Intermediate
S-5	70	Good	70	Good
S-6	60	Intermediate	65	Intermediate
S-7	80	VeryGood	75	Good
S-8	70	Good	60	Intermediate
S-9	55	Limited	70	Good
S-10	70	Good	75	Good
S-11	75	Good	95	Good
S-12	60	Intermediate	75	Good
S-13	75	Intermediate	75	Good
S-14	60	Intermediate	75	Good
S-15	60	Intermediate	75	Good

APPENDICES C.6

Table of Percentage of Students' speaking ability

No	Classification	Score	Content			
			Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Native-like	96-100	0	0%	0	0%
2	Advance	86-95	0	0%	1	6.67%
3	Very good	76-85	1	6.67%	0	0%
4	Good	66-75	6	40%	9	60%
5	Intermediat	56-65	5	33.33%	5	33.33%
6	Limited	36-55	3	20%	0	0%
7	Disfluent	0-35	0	0%	0	0%
	Total		15	100%	18	100%
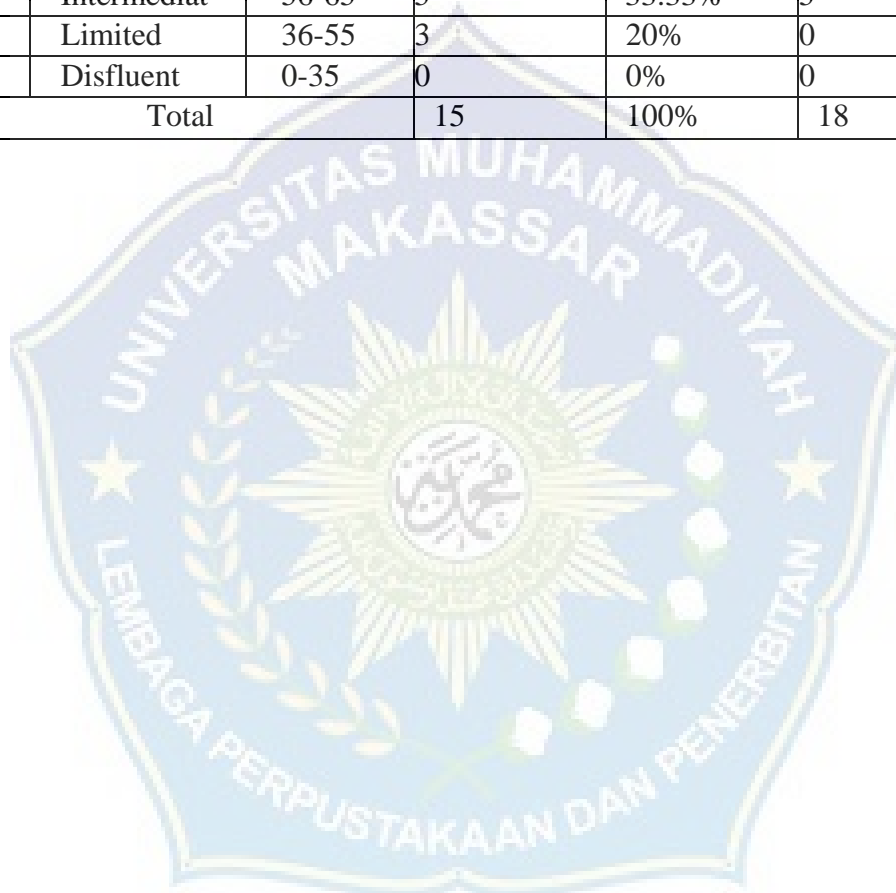
APPENDICES C.7

Mean Score of the Pre-test, Post-test, and Gain

a. Mean score of students' speaking pre-test

$$x = \frac{\Sigma X}{N} \times 100$$

$$x = \frac{980}{15} \times 100$$

$$x = 65.33 \text{ (intermediate)}$$

b. Mean Score of students' speaking post-tes

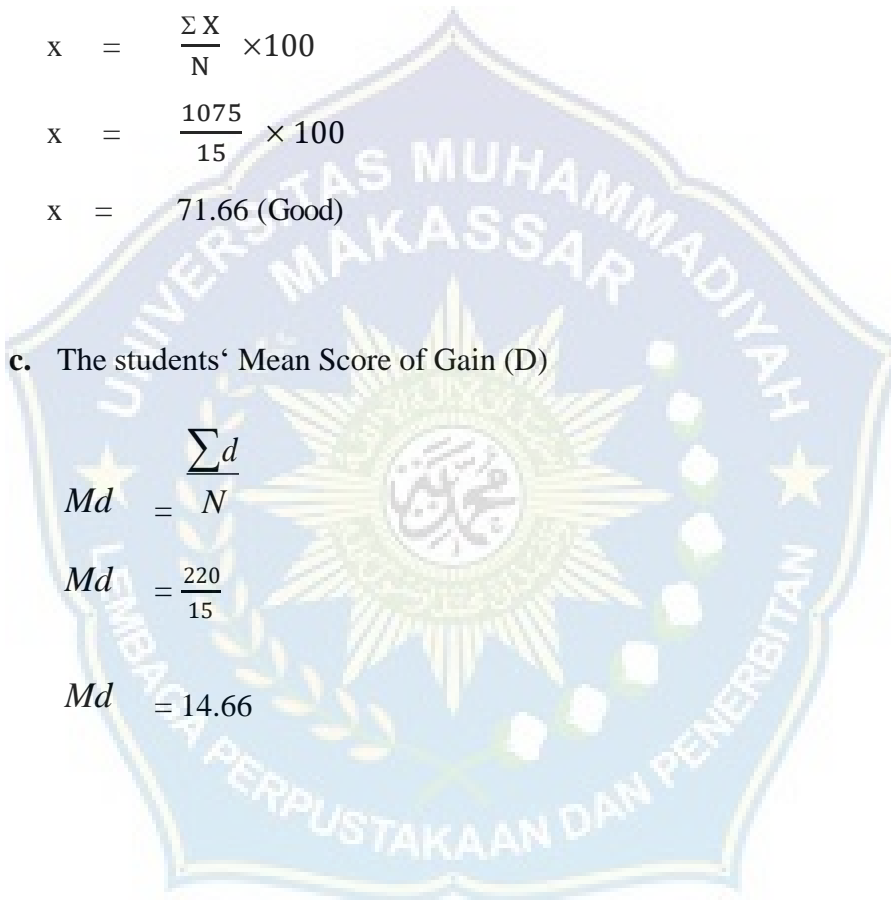$$x = \frac{\Sigma X}{N} \times 100$$

$$x = \frac{1075}{15} \times 100$$

$$x = 71.66 \text{ (Good)}$$

c. The students' Mean Score of Gain (D)

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{220}{15}$$

$$Md = 14.66$$

APPENDICES C.8.

The Percentage of the Students' speaking fluency Improvement
$X_1 = 65.33$
$X_2 = 71.66$

The improvement of students' score in content from pre-test to post-test:
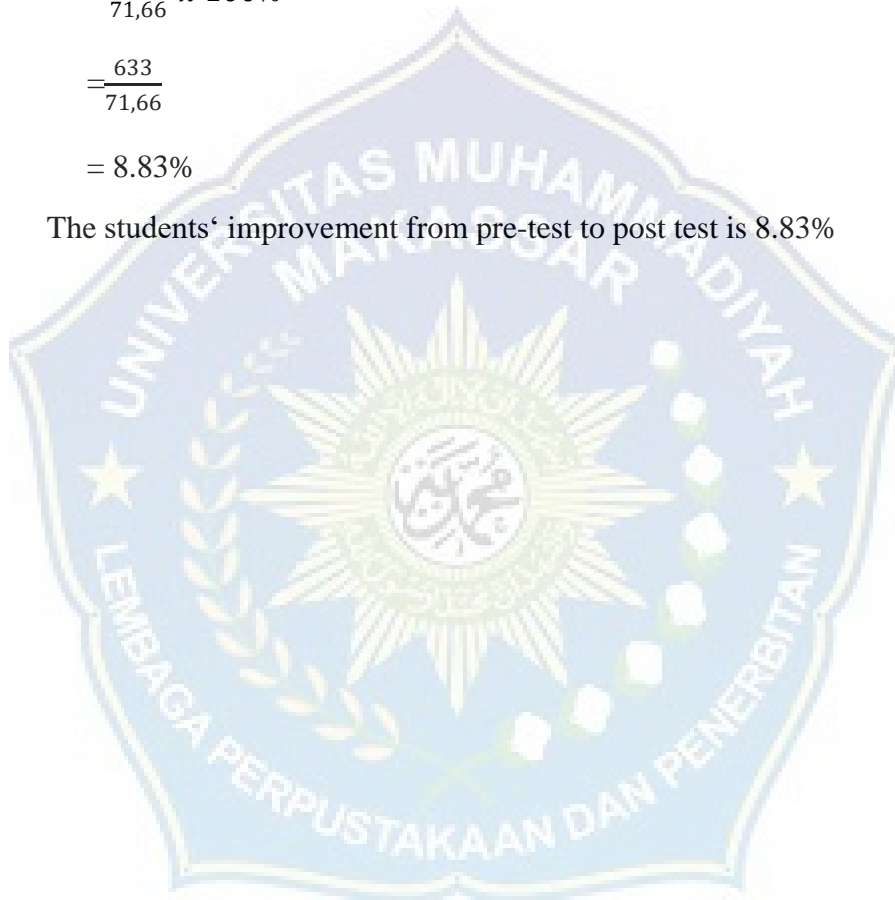
$$P = \frac{X_2 - X_1}{K_2} \; x \; 100\%$$

$$= \frac{71.66 - 65,33}{71.66} x \; 100\%$$

$$= \frac{6.33}{71,66} \; x \; 100\%$$

$$= \frac{633}{71,66}$$

$$= 8.83\%$$

The students' improvement from pre-test to post test is 8.83%

APPENDICES C.9

Calculating the t-test all scores analysis of students' speaking

$$t = \dfrac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

$$t = \dfrac{14.66}{\sqrt{\dfrac{6000 - \frac{48400}{15}}{(15)(15-1)}}}$$

$$t = \dfrac{14.66}{\sqrt{\dfrac{6000 - 3.226,6}{(15)(14)}}}$$

$$t = \dfrac{14.66}{\sqrt{\dfrac{2.773,4}{210}}}$$

$$t = \dfrac{14.66}{\sqrt{13,2}}$$

$$t = \dfrac{14.66}{3.63}$$

$$t = 4.03$$

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N – 1=15 – 1= 14, T- table= 2.14479

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
D	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913		2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400

APPENDICES D
TURNITIN

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بسم الله الرحمن الرحيم

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Nurul Azizah

NIM   : 105351107419

Program Studi : Pendidikan Bahahsa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	4 %	10 %
2	Bab 2	18 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	7 %	10 %
5	Bab 5	2 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 112 Mei 2023
Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,

Nursinah Salim.,M.I.P
NBM: 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

APPENDICES E
LETTER

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/ 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Nomor : 13292/FKIP/A.4-II/IV/1444/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
   Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	Nurul Azizah
Stambuk	:	105351107419
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Pangkep / 28-04-2001
Alamat	:	Jl. Sultan Alauddin

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE EFFECTIVENESS OF SCREENCAST-O-MATIC (SOM) ON STUDENT SPEAKING ABILITY AT MA DARUL FATH PANGKEP

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*.

Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
10 April 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Nomor : 1257/05/C.4-VIII/IV/1444/2023
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

20 Ramadhan 1444 H
11 April 2023 M

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –

Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13292/AFKIP/A.4-II/IV/1444/2023 tanggal 10 April 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **NURUL AZIZAH**
No. Stambuk : **10535 1107419**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"THE EFFECTIVENESS OF SCREENCAST - O - MATIC (SOM) ON STUDENT SPEAKING ABILITY AT MA DARUL FATH PANGKEP"**

Yang akan dilaksanakan dari tanggal 14 April 2023 s/d 14 Juni 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Ir. Abubakar Idhan,MP.
NBM 101 7716

04-23

Nomor	: **15360/S.01/PTSP/2023**	Kepada Yth.
Lampiran	: -	**Bupati Pangkep**
Perihal	: **Izin penelitian**	

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1257/05/C.4-VIII/IV/1444/2023 tanggal 11 April 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: NURUL AZIZAH
Nomor Pokok	: 105351107419
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Sultan Alauddin No. 259 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE EFFECTIVENESS OF SCREENCAST-O-MATIC ON STUDENT SPEAKING ABILITY AT MA DARUL FATH PANGKEP "

Yang akan dilaksanakan dari : Tgl. *12 April s/d 12 Mei 2023*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 12 April 2023

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
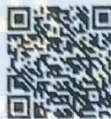
Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Pertinggal.

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
NOMOR: Ma.21.15.16/0022/2023

Berdasarkan surat dinas penanaman modal dan pelayanan terpadu satu pintu kabupaten pangkajene dan kepulauan bidang penyelenggara pelayanan penelitian nomor: IPT/140/DPMPTSP/IV/2023 tanggal 3 Mei 2023 tentang izin penelitian, maka MA Darul Fath Bontolangkasa menerangkan bahwa:

Nama   : **NURUL AZIZAH**

Nomor Pokok : 105351107419

Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian untuk bahan skripsi dengan judul *"The Effectiveness Of Screencast -O- Matic On Student Speaking Ability At* MA Darul Fath Pangkep".

Demikian surat keterangan ini dibuat dan dipergunakan sebagaimana mestinya.

Bontolangkasa, 26 Mei 2023

Kepala Madrasah

Hj. Faridah, S.Ag., S.Pd.I

بِسْـــمِ اللّٰـهِ الرّحمٰن الرّحيـــمِ

LETTER OF ACCEPTANCE
0769/BG-FKIP/LOA/B/V/1444/2023

Dear NURUL AZIZAH

It is our pleasure to inform you that, after reviewing your paper:
THE EFFECTIVENESS OF SCREENCAST-O-MATIC (SOM) ON STUDENT
SPEAKING ABILITY AT MA DARUL FATH PANGKEP
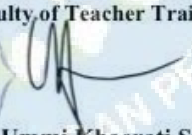The manuscript ID: 974
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Computer Interaction in Education**, ISSN (paper) *2656-5218* ISSN (online) *2622-2418*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jcie@bg.unismuhmakassar.ac.id*
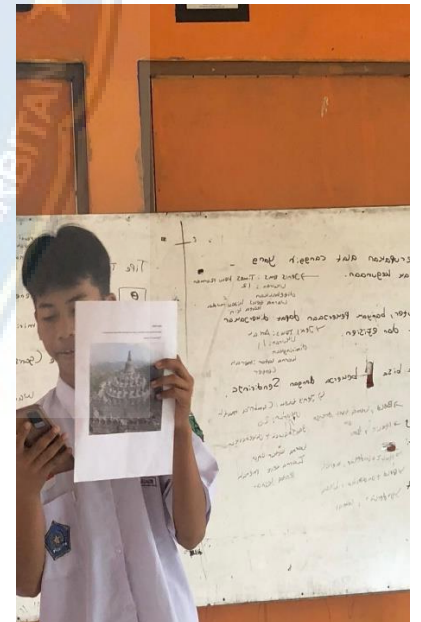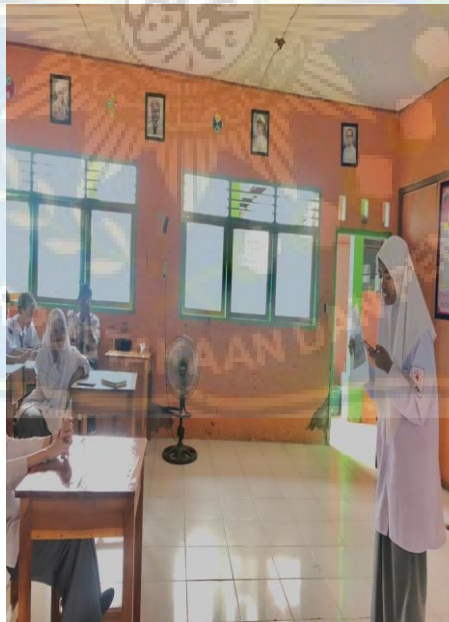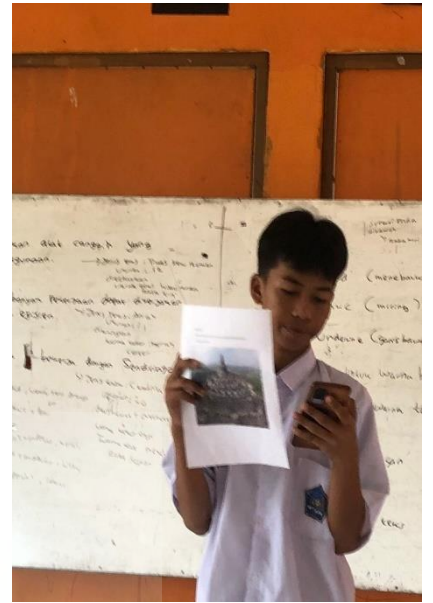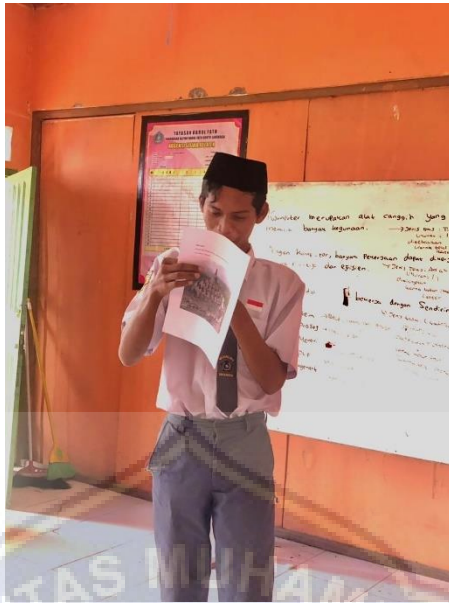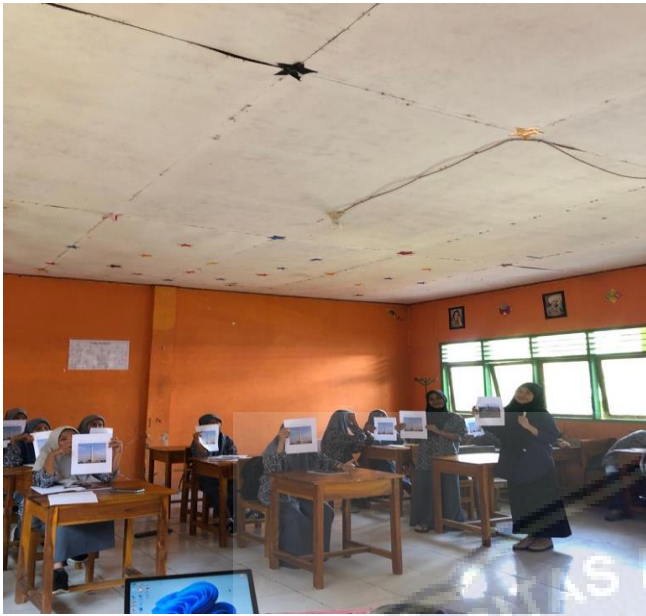
Makassar, 31 May 2023 M
11 Dzulqaiddah 1444 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

APPENDICES F
DOCUMENTATION

CURRICULUM OF VITAE

Nurul Azizah was born on April 28th, 2001 in Pangkep, South Sulawesi. She is the second child of marriage of her parents, Ismail Charis.S.E. and Wina Halmina.S.Pd. She began her education in MIN Bontolangkasa and graduated in 2012. She continued her study in SMPN 2 Minasatene and graduated in 2015 and then she continued her study in MA DDI Mangkoso until 2019. In the same year, she was accepted as a student in English department faculty of teacher training and education, Universitas Muhammadiyah Makassar. During the study in Universitas Muhammadiyah Makassar, she joined in IMM, EDSA and several development organization. By the bless and mercy of Allah SWT and pray also support from my beloved family, the researcher could finished her study at Universitas Muhammadiyah Makassar by the title The Effectiveness of Screencast-O-Matic on Student Speaking Ability at MA Darul Fath Pangkep.