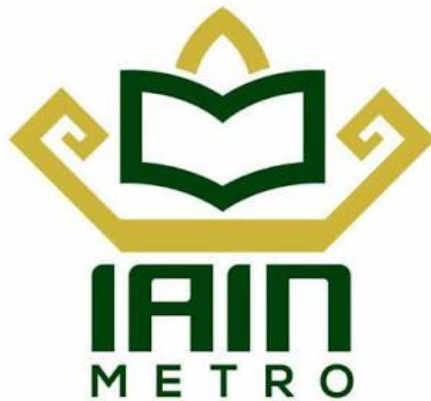AN UNDERGRADUATE THESIS

THE USE OF INTHIQ VIDEO FROM GONTOR TV TO

TEACH STUDENTS' SPEAKING SKILL

By:
MUHAMMAD ABIZARD
Student Number: 2101051024

ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE (IAIN) METRO
1447 H/ 2025 M

ACKNOWLEDGMENT

THE USE OF INTHIQ VIDEO FROM GONTOR TV TO

TEACH STUDENTS SPEAKING SKILL

Presented as a Partial Fulfilment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)
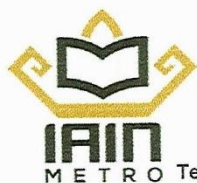
In English Education Study Program

By :

Muhammad Abizard

Student Number: 2101051024

Sponsor: Aisyah Sunarwan, M. Pd.

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1447 H / 2025 M

APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

Title	:	THE USE OF INTHIQ VIDEO FROM GONTOR TV TO TEACH STUDENTS SPEAKING SKILL
Name	:	Muhammad Abizard
Students Number	:	2101051024
Department	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED

To be discussed in the examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Wassalaamu'alaikum Wr. Wb

The Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, June 23nd , 2025
Sponsor

Aisyah Sunarwan, M.Pd.
NIDN. 2015099101

NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : **Mohon dimunaqosyahkan Skripsi**

                 Muhammad Abizard

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama   : Muhammad Abizard
NPM   : 2101051024
Judul Skripsi : THE USE OF INTHIQ VIDEO FROM GONTOR TV TO TEACH STUDENTS SPEAKING SKILL

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.
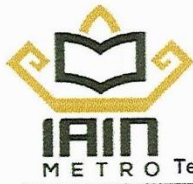
Ketua Program Studi Tadris Bahasa Inggris

Metro, 23 Juni 2025
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NIDN. 2015099101

iv

NOTIFICATION LETTER

Number   :

Appendix   :

Matter   : **In order to hold the examined Of Muhammad Abizard**

> To: The Honorable the
>
> Dean of Faculty of Tarbiyah and Teacher
>
> Training
>
> State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Muhammad Abizard

Students Number : 2101051024

Title   : THE USE OF INTHIQ VIDEO FROM GONTOR TV TO TEACH STUDENTS SPEAKING SKILL

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

Wassalmu'alaikum Wr. Wb

The Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, June 23nd, 2025
Sponsor

Aisyah Sunarwan, M.Pd.
NIDN. 2015099101

RATIFICATION PAGE

No: B-2739 /In.28.1/J/PP.00.9/07/2025

An Undergraduate thesis entitled: THE USE OF INTHIQ VIDEO FROM GONTOR TV TO TEACH STUDENTS SPEAKING SKILL written by: Muhammad Abizard, Student Number 2101051024 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, June 26th, 2024, at 10.00-12.00 AM

BOARD OF EXAMINERS

Chairperson   : Aisyah Sunarwan, M.Pd   (.............................)

Examiner I   : Dr. Much Deiniatur, M.Pd.B.I.   (.............................)

Examiner II   : Dr. Yuniarti, M.Pd   (.............................)

Secretary   : Linda Septiyana, M.Pd   (.............................)

The Dean of Tarbiyah and Teacher Training Faculty

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vi

THE USE OF INTHIQ VIDEO FROM GONTOR TV TO TEACH STUDENTS SPEAKING SKILL

ABSTRACT

By:

MUHAMMAD ABIZARD

This study aims to improve students' speaking skill through the use of *Inthiq* videos from Gontor TV as a learning medium. The research was conducted at MAN 1 Metro using Classroom Action Research (CAR) consisting of two cycles, each comprising planning, action, observation, and reflection stages. The participant was X 9 class students who experienced challenges in speaking English, particularly in vocabulary mastery and self-confidence. The result indicated a significant improvement in students' speaking skill after the implementation of the *Inthiq* video. The focus of this research is on the 27 students in class X 9, specifically MAN 01 Metro. Researcher employed tests, including pre-test, post-test 1 in cycle 1 and post-test 2 in cycle II, as well as documentation, observation, and reflection, to gather data.

The study's findings indicate that students command of English vocabulary has improved. The mean achievements of the students on the pre-test, post-test 1, and post-test 2 show this progress. The presentation from pre-test 26%, at cycle I 41% post-test 1and 77% cycle II post-test. Based on these findings, it can be said that *Inthiq* video can improve students' speaking skill at MAN 01 Metro.

Therefore, using contextual educational videos like *Inthiq* from Gontor TV to be an effective alternative in English language teaching, particularly in enhancing students' speaking proficiency.

Keywords: speaking skill, educational video, Inthiq, Gontor TV, learning media, classroom action research (CAR)

PENGGUNAAN VIDEO INTHIQ DARI GONTOR TV UNTUK MENGAJARKAN KETERAMPILAN BERBICARA SISWA

ABSTRAK

Oleh:

MUHAMMAD ABIZARD

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa dalam bahasa Inggris melalui penggunaan video Inthiq dari Gontor TV sebagai media pembelajaran. Penelitian ini dilakukan di MAN 1 Metro dengan menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus, yang masing-masing terdiri dari tahap perencanaan, tindakan, observasi, dan refleksi. Partisipan penelitian ini adalah siswa kelas sepuluh yang mengalami kesulitan dalam berbicara bahasa Inggris, terutama dalam penguasaan kosakata dan kepercayaan diri. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan berbicara siswa setelah penerapan video Inthiq. Fokus penelitian ini adalah pada 27 siswa di kelas X 9, khususnya MAN 01 Metro. Peneliti menggunakan tes, termasuk pre-test, post-test 1 pada siklus 1 dan post-test 2 pada siklus II, serta dokumentasi, observasi, dan refleksi, untuk mengumpulkan data.

Temuan penelitian ini menunjukkan bahwa penguasaan kosakata bahasa Inggris siswa telah meningkat. Pencapaian rata-rata siswa pada pre-test, post-test 1, dan post-test 2 menunjukkan kemajuan ini. Presentasi dari pre-test 26%, pada siklus I 41% post-test 1 dan 77% post-test siklus II. Berdasarkan temuan ini, dapat dikatakan bahwa video Inthiq dapat meningkatkan keterampilan berbicara siswa di MAN 01 Metro.

Oleh karena itu, penggunaan video pendidikan kontekstual seperti Inthiq dari Gontor TV menjadi alternatif yang efektif dalam pengajaran bahasa Inggris, khususnya dalam meningkatkan kemampuan berbicara siswa.

Kata kunci: Keterampilan Berbicara, Video Edukasi, Inthiq, Gontor TV, Media Pembelajaran, Penelitian Tindakan Kelas (PTK)

MOTTO

ترجو النجَاة وَلم تسلك مسالكها
إن السَّفِينَة لَا تجْرِي على اليبَس

You wish for success, you succeed but you don't take the path. Know that no ship
can sail on dry land.

"Engkau berharap sukses, berhasil namun tak menempuh jalannya. Ketahuilah,
tak ada kapal yang bisa berlayar di atas daratan kering"

DEDICATION PAGE

1. For my parents and my beloved sister, Mr. Tri Pramasetia, S.E. Head of Administration (Kabag TU) Faculty of Economics and Islamic Business (FEBI) and Mrs. Erma Alyani, S.Ag Teacher at SMP Negeri 2 Punggur and sister Nailah Aisyah Putri who always provide monetary support and endless prayers which are the source of the author's enthusiasm in completing the thesis.

2. For my beloved family, Mbah akung Supriyanto and Mbah Uti Munawaroh (Almh) and Grandfather Muchtar Asran (Alm), Grandmother Tien Kartini (Almh) Nyaijuk Nur Syam (Almh) who have provided an outpouring of prayers for the author to continue to grow and become a better person than before.

3. Mrs. Aisyah Sunarwan, M.Pd, and Mr Dr. Much Deiniatur, M.Pd B.I as supervisor and Head of Study Program (Kaprodi) English Education Department (TBI) who always patiently provide direction and input so that this thesis can be completed.

4. Mrs. Rofiah, Mrs. Gidayani, Mrs. Mardiyati, Miss Leny Setiyana, M.Pd, Abah Mustakim, Mr. Yulianto, Mr Apri Ramadhan and Mr Dedy Kurniawan who always motivated the author in completing the thesis.

5. Novia Khoirunnisa, Tandi Rahmanda Putra, S.Pd, Mahmud Dwi Saputra and Fandela in particular and TBI class of 2021 friends in general who have accompanied the researcher struggle from new student until final semester together.

6. Mojopahit 2024 Teaching Assistance Team Randi Beler, Rahmat bocil Kematian, Ukhti Ajeng, Ndoro Novia, Santi Om Santi, Titik bukan Koma, Hellen The Madam G, and Barudak Well greetings from Abi the Portugal.

7. All members of the academic community of the State Islamic University (UIN) Jurai Siwo Lampung

8. For the Kronika Student Activity Unit (UKM), which has provided space for the author to socialize and be given a lot of experience in the world of the press.

ORISINALITAS PENELITIAN

Saya yang bertanda tangan di bawah ini;

Nama   : Muhammad Abizard

NPM   : 2101051024

Program Studi : Tadris Bahasa Inggris

Fakutas   : Fakutas Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan asli hasil penelitian saya kecuai bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 10 Juli 2025

Yang menyatakan

Muhammad Abizard
NPM: 2101051024

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

    Name   : Muhammad Abizard

    Student Number   : 2101051024

    Department   : English Education Study Program

    Faculty: Tarbiyah and Teaching Training

It states that this undergraduate thesis is originally the result of the writer's research, in expection of certain parts which are excerpted from the bibliography mentioned.

Metro, July 10, 2025

The Researcher,

Muhammad Abizard
NPM: 2101051024

ACKNOWLEDGEMENT

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

A. **Background of Study**

English is the primary language of international interaction and education. The skill to communicate in English has become essential in today's globalized world. As a result, many educational institutions emphasize on teaching English, especially speaking skill which enable students to express themselves effectively and persuasively. Teaching English language skill can be a challenge, especially in countries where English is not the native language.

Speech is an vital skill in daily life. Every day, humans exchange hundreds of words and word generation requires interaction. Students in high school frequently struggle to talk because of their little vocabulary and bad pronunciation[1]. One of the most challenging aspects of learning a foreign language is speaking. Speaking is seen as a crucial language skill that facilitates communication between people[2]. Students must actively participate in class, which requires them to produce and exhibit their language skill to others, if they wish to develop their speaking skill. Speaking is oral communication to share information needed to interact with others. However, a lack of confidence in speaking can prevent a person from speaking so there

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[1] Novia Robeitah, Irham Ikhwan Fauzi, Sholihatul Hamidah Daulay, Utami Dewi, "Indonesian Elementary Students' Achievement in Learning English Speaking through Viewing Hello Talk: The Effectiveness," *Jurnal Inovasi Teknologi Pendidikan* 11 (2024): 246–55.
[2] Erni Darmayanti Dwi Suci Amaniarsih, Juliana Juliana, "Improving Students Speaking Skill at Grade X At SMA Nurul Hasanah Tembung Through Community Language Learning Method," *Warta Dharmawangsa* 16(3) (2022): 299–312.

is a fear of making mistakes. Lack of vocabulary in English is a problem experienced by students when speaking.

By investigating the impact of *Inthiq* Video on students' speaking skills, this study aims to contribute to the broader field of language pedagogy and provide insights into the role of multimedia resources in enhancing English language proficiency in religious educational settings.

Based on the After knowing the problem of students' speaking skill, teachers should be more interested in using teaching methods during learning. One of the learning media that can provide a combination of images and sound simultaneously is video-based learning media. In order to place the students at the center of their English language education, the teacher must support the right methodology. Using video to enhance the student speaking skill is one of the potential strategies that can be used. Their curiosity, bravery, self-assurance, and motivation will all be triggered by the video[3].

The pre-survey was conducted on November 14, 2024 at Islamic Senior High School 1 Metro. The researcher did interview English language subject teacher and also saw how the situation and conditions of the classroom, especially how enthusiastic students were when the teacher was explaining the subject matter and when the teacher was using learning media, namely movies, the movie shown was the Harry potter movie. after the researcher saw how the situation and conditions of the students in the classroom, the researcher conducted an interview with the teacher. In the interview the

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[3] Suadi, "Improving Students' English Speaking Skill By Using Their Speaking Video Recording," *SALEE: Study of Applied Linguistics and English Education* 1, no. 01 (2020): 1–10,

teacher responded that the students have lack of motivation of students in learning English. The factor that was spoken many times by the teacher, The students found it difficult to understand the teacher's explanation because they did not understand the learning materials presented.

In the current era, there are a lot of English learning media, which is YouTube. Youtube video as the largest and most popular site that not only has interesting content to watch but it is also very easy to access. YouTube is the largest and most popular online video site in the world[4], especially the largest and most popular online video in the world, especially the internet. Currently YouTube users are spread all over the world from all ages, from children to adults. The users can upload videos, search, watch videos, and discuss videos and also share video clips for free[5].

Furthermore, Inthiq Video from Gontor TV offers a promising solution, it is easily accessible from the youtube platform where youtube features many interactive and engaging videos for students to practice speaking skills. The video format, which includes dialogues, exposes students to natural speech patterns and conversational techniques, which are essential for developing fluency as well as polite behavior towards teachers as well as advice that is useful in increasing students' motivation to speak English.

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[4] Richard Togaranta Ginting et al., "YouTube as Digital Media Platform for Udayana University Students" 11, no. 1 (2023): 53–62, https://doi.org/10.24252/kah.v11i1a6.
[5] Eka Prabawati Rum, Andi Putrawansyah, Nunung Anugrahwati, "Effectiveness of Using Youtube Video in Improving Students' Speaking Skill Through Asking and Answer Questions," *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP)* 7 (2020).

B. Identification of the Problems

Existing literature primarily focus on traditional teaching methods, leaving a gap in understanding how digital media, specifically culturally tailored educational videos, can influence language acquisitionbackground of the study above, the researcher identified the problems related pre survey of Islamic Senior High School 1 Metro are:

1. The students have difficulties expressing words in English and lack of vocabulary

2. The students' lack of motivation in learning English

3. The student lack confidence in their speaking skill to share their opinions in front of class.

C. Problem Limitation

Based on identification problem, the researcher carried out research at Islamic Senior High School 01 Metro. This institution was chosen because of it is Islamic educational background and to boost students enthusiasm, the researcher concentrate on the use of *Inthiq* videos from Gontor TV in teaching English speaking skill. Researcher examine the efficiency of using the Inthiq video to teach English speaking in relation to students' speaking skill.

D. Problem Formulation

Based on the limitation problem discussed above, the challenges in this research will be defined as follows. " Can the use of *Inthiq* video increase the students speaking skill?"

E. Objective and Benefit of the Study

1. Objective of the study

    The Objective of this study to know the use of *Inthiq* video increase the students speaking skill.

2. Benefits of the study

    Through this research, it can hopefully have an impact on both the students, teachers and the readers:

    a. For the students

        To make students more aware of the diversity of video that can be used to increase their enthusiasm in learning English, especially for those who feel less confident to pronounce English vocabulary and provide motivation that learning English can make them better understand one of the international language, namely English.

    b. For the teacher

        In order for teachers to be more motivated to show learning media, especially educational videos to stimulate students' curiosity and will to learn through video of everyday conversations in a simple way but students can capture the meaning as well as their interest in learning to improve English learning skill.

    c. To other researcher

        For Researcher or Reader, this research is using educational video for English teaching media for increasing Students' speaking skill. This research can be guideline of learning media development retrieved from

educational video for improving student motivation to learning English language.

F. Prior Research

Multiple prior studies will be considered for reference when doing this research. The first research was conducted by Anggraini under the title "Improving Student's speaking skill using youtube video as media: An Action Research" 2021 at Bina Sarana Informatika University[6]. Using YouTube videos, this study use action research to enhance students' speaking skill. The purpose of this study is to analyze how using YouTube as an instrument for learning might help students become more confident speakers. The implementation of YouTube videos to improve speaking skill in English is one of the study's themes. The present researcher employed a qualitative methodology, whereas the previous researcher used the Classroom Action Research (CAR) method. This study findings indicate that students can use YouTube videos to improve their speaking skill.

Furthermore, the second research was conducted by Anwar Musadad and Setya Resmini With the title "The Effectiveness of Animation Videos in Improving Student's Speaking skill" 2024 IKIP Siliwangi Indonesia[7] . This Research using the Pre test and Post-test evaluation data collected. The Purpose of this study is finding out the discover whether animation videos

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[6] Anggraini Anggraini, "Improving Student's Speaking Skill Using Youtube Video as Media: An Action Research," *Scope : Journal of English Language Teaching* 5, no. 2 (2021): 57.

[7] Setya Resmini2 Anwar Musadad1, "The Effectiveness Of Animation Videos In Improving Students' Speaking Skill," *PROJECT (Professional Journal of English Education)*, 2024.

could improve students' speaking skill or not. This research using the animation video and the researcher's use of *Inthiq* videos from YouTube as learning media are different from this research, but both use the same technique to improve students' speaking skill. Furthermore, the the research's conclusion, there is indications that Animation video can help students' speaking skill.

The last research from Rini Nuraini, Mirza Syadar Rambe, Irwanto, Luqman MoHa, Rizki Fiidznillah the title is "The Effectiveness of the Use of Audio Visual as a Learning Media for Speaking Skills and Reading Skills of Tsanawiyah Students" 2024 from Mahmud Yunus Islamic University, Batusangkar[8]. The research using the Quantitative Research method. Finding out how well audiovisuals work as a teaching tool for Tsanawiah students' speaking and reading skills was the aim of this study. This study differs from this one in that it uses audiovisual materials to improve students' speaking and reading skills. Additionally, the research will use video as learning tools, and this study uses them to improve students' speaking skill. The study's conclusion is that using audiovisuals as a teaching tool has been shown to be successful.

The update on this research is where the inthiq video becomes a learning media at Islamic senior high school, where this video is packaged simply but

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[8] Rini Nuraini et al., "The Effectiveness of the Use of Audio Visual as a Learning Media for Speaking Skills and Reading Skills of Tsanawiyah Students," *Lughawiyah: Journal of Arabic Education and Linguistics* 6, no. 1 (2024): 81.

with clear language so that it can provide good and memorable learning in

learning English. The researcher will focus on learning by using *Inthiq* video.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Skill

1. Definition of Speaking

As a medium of direct communication, speaking skill is an important component of verbal communication among individuals and groups. It means that students may experiment with speaking to connect with others and learn how to communicate ideas, opinions, and reasons as well as social growth. Additionally, speaking involves goals for understanding and communicating the speaker's message. In addition to "receptive skills," which include listening and reading, the activity speaking process include "productive skills" of writing and speaking. Speaking and listening proceed alongside each other the same time in order to perform or convey this speaking function.

Moreover, Speaking is one of the language skill that requires for additional talents in order to support students speaking skill with some creative approaches[1]. Specific strategies can encourage students to speak during speaking class. Students' skill in speaking can be enhanced in the classroom by using the appropriate learning program[2]. Speaking talents include describing situational actions or word phrases, expressing a series

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[1] Hasria Riski S, Fathu Rahman, Andjarwati Sadik, "Improving The Students ' Speaking Ability Through Silent Way Method At Smu Negeri 12" *Jurnal Ilmu Budaya* 6 (2018): 303–12.
[2] Jeremy Harmer, *The Practice of English Language Teaching (New York : Longman Publishing)*, 1991.

of ideas fluently, and expressing oneself in actual situations[3]. Speaking English is a useful skill that connects to one's vocabulary acquisition and their subject matter expertise. "Speaking is the way of people to express something and for communicating to other people orally," the statement read. Many goals can be achieved in a variety of industries with effective communication[4]. The researcher concluded that speaking is the processing of information that includes verbal and non-verbal aspects. Speaking is an interactive process in which information is shared and acted upon with the listener. So, it is important to develop speaking skill in order to communicate effectively.

2. **Kinds of Speaking**

Brown identifies five fundamental speech patterns: extensive, responsive, intensive, interactive, and imitative.

a. Imitative speaking refers to the capacity to mimic, or parrot back, a word, phrase, or even a speech.

b. Intensive speaking encompasses any speaking performance intended to train a phonological or grammatical component of language, going beyond imitation.

c. Response speaking involves engagement at the relatively low level of a brief chat, normal small talk and greeting, a basic remark or request, and similar activities.

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[3] W S A Fernando, "Strategic Impromptu Speaking to Combat Anxiety and Develop a Public Speaking Personality," 2015, 440–47.

[4] Lilik Huriyah, "Peer Dialogue as an Effective Way for Teaching Speaking : Indonesian EFL Students ' Voices" 434, no. *Iconelt* 2019 (2020): 235–37.

    d.   Interactive speaking: intricate communication that occasionally involves several participants and/or exchanges.

    e.   Speaking extensively involves oral production, which includes storytelling, oral presentations, and speeches.

3. Aspect of Speaking

Generally speaking, there are four components to speaking: vocabulary, grammar, pronunciation, fluency, and comprehension. It takes treatment, a learning approach, and a strategy to address each students' speaking issues. Improving students speaking skill and proficiency is not simple[5].

a. Grammar

The rules of grammar are used to construct meaningful words and language components that communicate information in a way that is easy to understand. Speakers need to be aware of the grammar they use.

b. Pronunciation

Pronounciation is making speech for communication, which is highly crucial in communication.

c. Fluency

Speaking fluently involves repeating words aloud. This indicates a brainstorming session between the listener and the speaker. The skill to use language securely and freely without stop or hesitation is known as fluency.

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[5] Mutakhirani Mustafa, Natalia Manuhutu, and Fransiska Densiana L, "Improving Aspect and Compotency of Speaking Skill on EFL Students by Utilizing Zoom App" 5, no. 2 (2022): 177–86.

d. Vocabulary

In terms of oral activity support, vocabulary is one of the most intense components. It has to do with appropriate and proper wording.

e. Comprehension

The skill to notice and analyze lengthy discourse and to create representations of sentence meaning is known as comprehension.

B. The Concept of Video

1. Definition of Video

The word video is derived from the Latin video-vidivisum, which meaning to see (to have the faculty of sight) can see. Video media is a sort of audiovisual media that relies on the senses of hearing and vision. This media can increase kids' interest in studying because they can listen and view pictures at the same time[6]. Videos can boost students' interest and enthusiasm in learning English while also improving their speaking skills. Students can get meaningful settings for the language they're learning by watching videos[7].

2. Kinds of Video

On the basis of Batubara and Ariani, the video can be classified into two types[8]:

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[6] Lutfi Jasman and Suharti Siradjuddin, "The Effectiveness of Using Video in Teaching Speaking Of," *Education , Language , and Culture (EDULEC)* no. 2 (2023): 226–36.
[7] Dini Hidayati, "*IMPROVING SPEAKING SKILL THROUGH VIDEOS*" 4, no. 1 (2019).
[8] Dessy Noor Ariani, "Pemanfaatan Video Sebagai Media Pembelajaran Matematika SD/MI *Informasi Artikel*" 2, no. 1 (2016): 47–66.

a) Analog Video

Analog video means videos saved on non-computer devices such as televisions, videotapes, and films. This sort of video uses electrical signals (analog waves) and is commonly used in industrial television.

b) Digital Video

The digital videos are computer-generated videos based on a series of digits 1 and 0. The advantage of digital video over analog video is that the image quality remains constant and durable when replicated or transferred to another medium.

3. **Advantages and Disadvantages of using video as the media**

The Advantages

Here are the advantages from video as learning media[9]:

a) Can be an effective way to supplement traditional face-to-face instruction.

b) Can provide step-by-step explanations with clear visuals and sound quality, which can help students understand complex concepts better.

c) Can be used as a resource to clarify doubts and remember the content.

d) Can be accessed anytime and anywhere.

e) Can provide a consistent learning experience for all students, regardless of location or schedule.

Disadvantages

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[9] S Costa, "Assessing the Use of a Video to Teach the Laplace Expansion Theorem in Higher Education," *International Journal of Information and Education Technology* 12 (January 1, 2022): 185–93, https://doi.org/10.18178/ijiet.2022.12.3.1603.

Therefore, the disadvantages from using video as teaching media[10]:

a) Technical issues such as poor internet connection can cause buffering problems which could disrupt learners' concentration during videos leading to frustration and disengagement.

b) Video cannot replace the traditional face-to-face classroom, mainly due to the importance of teacher and student dialogue.

c) Video cannot replace hands-on laboratory experiments where students get a chance to apply theoretical concepts in practice under supervision.

4. Inthiq Video

The Gontor TV short video "Inthiq 2" by Gontor Santri is the one that will be examined. Furthermore, the Inthiq video can serve as a tool for educating viewers about the value of education in enhancing proficiency in the official language. Arabic and English are two of the official languages at Pondok Modern Darussalam Gontor, and Inthiq 2 chronicles the path of a Gontor santri named Ihya' in studying both languages. Ihya has found that learning English is difficult and requires persistence in its application. Ihya's quest to become fluent in English is an example of self-efficacy that she has built up by her surroundings, supportive friendships, and other people's encouragement. Together with environmental support, a pleasant environment can foster a better developed mindset by encouraging a problem-solving approach that will help an individual grow.

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[10] Gülgün Afacan, Gulshat Muhametjanova, and Bakyt Borkoev, "Utilisation of Online Videos in a General Chemistry Course"University Learners 30, no. 1063519 (2022): 1–14.

An interesting issue in the short video "Inthiq 2" is the value of learning English. For the sake of education, employment, and worldwide communication, it is crucial to become improve in English, an international language. The journey of a Santri named Ihya' in learning English is the subject of this video, which offer an intriguing and motivational plot. Throughout his voyage, Ihya' encountered many difficulties, but he persisted, finally accomplishing that goal[11].

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[11] Ul-Haq MFZ,. *Representasi Pesan Motivasi Berbahasa Resmi Dalam Film Pendek Inthiq 2: Analisis Semiotika Roland Barthes*. 2024

CHAPTER III

RESEARCH METHOD

A. Research Design

1. Description of the Research

The operational variable definition Declare the steps or activities required to measure the variable or structure in order to give it meaning. An operational definition describes the steps a researcher takes to measure or control variables. The explanation above suggests that the definition is more of an explanation than a practical research object. In this study, classroom action research (CAR) was conducted by the researcher in the classroom learning process by using the Inthiq video From Gontor media to teach students' speaking skill at MAN 1 Metro who were interviewed by the English teacher.

2. Operational Definition Of Variable

a. Independent Variable (x)

An independent variable is one that affects other factors in a study. The definition of an independent variable is one whose values have an impact on other variables[1]. The independent variable in this study is *Inthiq* video as media. Indicators of the independent variable include:

1) First, Students are able to motivate themselves to learn English language,

2) Then, Students are able to increase their confidence in speaking even in a simple conversation,

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[1] Chittaranjan Andrade, "A Student's Guide to the Classification and Operationalization Of Variables in the Conceptualization and Design of a Clinical Study", *Indian Journal of Psycological Medicine,2021: 1*

3) And the last, Students are able to increase their speaking skill with using *Inthiq* video as learning media.

    b. Dependent Variable (y)

The operational definition of dependent variables is the successes that students of MAN 1 Metro. Dependent variable in this research is Student speaking skill. Dependent variable was assessed using a test.

B. Population and Sample

This research will be carried out by researcher X 9 grade at MAN 1 Metro. Located at East Metro, Metro City, Lampung Province. This interview will be conducted at class X of MAN 1 Metro. Available six Classes from grade X are grade X 1 to X 12. The researcher took one class X 9 as a sample and focused to increasing students speaking skill using Inthiq video from Gontor TV as learning media.

C. Subject and Object of the Research

1. Subject of this research is the student of X 9. It was expected that the result of the research would be useful to teaching their speaking skill. This pra-survey has been conducted on November, 14th 2024 at MAN 1 Metro in academic year 2024/2025 and there are 27 students in this class. Data above explained that there are 17 male students and 10 female students in the Ten 9 grade. This research the researcher chooses the X 9 grade as subjects of the research because the students has a lack of speaking skill and lack of confident to speaking the opinion in English lessons. The researcher need the collaborator to help him in this action research, She is Mrs. SMS, S.Pd. She is an English teacher in the MAN 1 Metro.

Table 4. Total The Subject of Research

No	Class	Gender	Total
1.	X 9	Female	10
2.	X 9	Male	17
Total			27

2. The object of this research is the Increasing speaking skill by using *Inthiq* video. This study, the researcher selects Inthiq video as an approach to improving students' speaking skill.

D. Action Plan

Action research can be defined as action research conducted by teachers as well as researcher in class or together with others (collaboration) by designing, implementing and reflect the actions of collaborative and participatory aims to improve or enhance the quality of the learning process in class through an act in particular a cycle. Suharsimi defines classroom action research as a combination of three words: research, action, and classroom[2]. While the researcher will use the CAR method in research with the concept:

1. Research involves observing an object using specified methods to collect data or knowledge for problem solutions.

2. Action refers to intentional behavior with a specified objective, typically implemented in a series cycle.

3. A class consists of students who learn in various locations, including laboratories and study tours.

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[2] Suharsimi Arikunto, "*Penelitian Tindakan Kelas*", Jakarta: Bumi Aksara, 2007,p. 2-3.

Classroom action research focuses on the teaching and learning process in the classroom, as defined by the three definitions above. According to Ferrance, action research seeks to develop skill, techniques, and tactics by including participants in the process[3]. CAR intended to improve the teaching-learning process while also achieving the learning process's purpose. This improves both our teaching skill and the ability of students to learn English.

Classroom action research, as defined above, is a systematic strategy for detecting problems in the teaching and learning process and producing remedies using the most effective ways. According to Burns A, This research employs "Classroom Action Research"[4]. This design can be illustrated and described as follows:
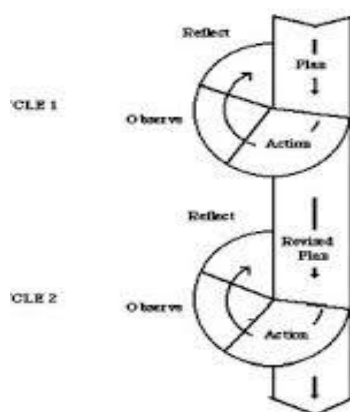
Figure 1: The steps of action research

The study processes are carried out in two cycles. Every cycle consists of four steps: planning, action, observation, and reflection. Before the cycle I began, the researcher administered a pre-test to students to determine their basic

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[3] Ferrance, E., (2000), "*Action Research*", Brown University: Norteast and Islands Regional Educational Laboratory, p.2

[4] Burns A, "*Doing Action Research in English Language Teaching*". (New York: A Guide For Practitioners, 8, 2010)*,*

understanding of speaking. After conducting a pre-test, researchers will conduct additional research using cycles 1 and 2 as for the components of the learning include.

1. **CYCLE 1**

a. **Planning**

Planning can be use to identify classroom problems and decide on relevant remedies. The planning stages are as follows:

1) The researcher developed a learning module that includes an autonomous curriculum and action scenarios aligned with the syllabus.

2) The researcher develops all of the necessary facilities or supporting facilities, instructional aids, and other materials for the learning plan.

3) The researcher conducting interview as pre-test to know the students basic skill in speaking skill.

4) The researcher conducting a test of speaking skill by Inthiq video at the end of meeting.

5) The researcher creates an observation sheet to document the activities of students and teachers during the learning process.

6) The researcher Plan and design the use of the Inthiq video to teach English speaking skill.

b. **Acting**

Acting entails taking suitable action after considering the problem. The steps for action are as follows:

1) The researcher prepare for the class.

2) The researcher begins the class by motivating the students.

3) The researcher asked the students some questions related the topic

4) The researcher choose some vocabulary related Inthiq video to make understand student.

5) The researcher explains the content of inthiq video.

6) The researcher playing the video in front of classroom.

7) The researcher choose the randomly student to give opinion or conclution from Inthiq video.

8) The researcher give the feedback from students activities.

c. **Observing**

1) The teacher observer the teaching to help learning activities in the classroom, such as the classroom situation, learning flow, and student responses.

2) The teacher identifies student achievement in speaking skill by giving tests after CAR in cycle 1.

3) The teacher calculates the student improvement score from the test before CAR to the test after CAR in cycle 1 whether it has increased or not.

At this stage, teacher observe students and activity in the learning process to determine the condition of the class and the increasing of students' speaking skill in cycle 1 through the using inthiq video as learning media.

d. **Reflecting**

Reflection is an analysis of research findings use to examine the data that has been acquired to identify the next action and to determine the

expansion of students' speaking skill by using Inthiq video as learning media.

1) The teacher and researcher discuss not only the results of the implementation of CAR, but also student achievement and the media use.

2) The teacher and researcher develop lesson plans for the next cycle and for tests after CAR in cycle 2 in order to determine the increase in student scores and to solve unresolved problems.

2) Cycle 2

The researcher moved on to cycle 2 following the completion of cycle 1, which involved planning, acting, observing, and reflecting. The second cycle follows the same steps as the first. The researcher will thoroughly teach language using the Inthiq video during this cycle. If students continue to struggle with speaking after cycle 1, cycle 2 is implemented. Should issues still arise during this cycle, the researcher will have to move on to the following cycle until the issue is fixed.

e. Data Collecting Technique

The data collecting technique was a written document that outlined the precise procedure to be utilized to acquire evaluative information or data. Data collecting instrument is a tool use by the researcher to collect data. In this study, the instruments use are as follows:

1. Test

One of the methods the researcher will use to get data is the test as the pre test, cycle 1, cycle 2 and post test. The test prepares a list of questions

advance for the direct test with X 9 grade at Man 1 Metro students. They may even assign ratings and scores potential responses in terms of suitability. A structured test is a set of questions that are asked of every candidate for a specific position in a consistent manner. Test are meant to help us learn things from others that we are unable to see with our own eyes[5]. To learn more about the students' speaking difficulties, the researcher will conduct test with the students.

2. **Observation**

 Observation is one of the data collection methods. Researcher observed student activities during the teaching and learning process in order to collect data for this study. Researcher can obtain information through observation such as place, student activities, and time. Observation can produce valuable data, descriptively rich data can capture the complexity of human behavior. Observation is important to understand student activities, but researcher must be reflective and aware of their biases. The researcher will observe the use of video in speaking skill at MAN 1 Metro.

3. **Documentation**

 The process of collecting, selecting, analyzing, and documenting field knowledge information is known as documentation. Furthermore, documentation is described as the provision and collection of data, including teaching modules, school profile, number of students and teachers, and the state of the school at MAN 1 Metro.

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[5] Michael Quinn Patton, *Qualitative-Research-Evaluation-Methods-by-Michael-Patton* (USA : Sage Publication Inch, 2002).

f. Collecting Instrument

1. Speaking Test

In this study, researchers used assessments to measure the level of student success. the assessments carried out by researchers this time include: comprehension, fluency, pronunciation, vocabulary and grammar. the following assessment table will be used by researchers.

Table 1. Speaking Assesment

No.	Name	C	F	P	V	G	TOTAL GRADE	CRITERIA
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								
27.								

Table 2. Rating Points

No	Symbol	Criteria
1	F	Fluency
2	P	Pronounciation
3	V	Vocabulary
4	G	Grammar
5	C	Comprehention

2. Observation Sheet

a. Students' learning activity

Student learning activities include student activeness in the classroom, such as student attention in class, students asking or answering questions from researchers related to material and being able to work on questions given by researcher. In this opportunity, the researcher will use this table to observate the student learning activity.

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITY

Subject : English
Class : Xi
School : MAN 1 Metro

No	Student's Name	The Aspects Student's Learning Activity				
		Paying attention to the teacher explanation	Asking or answering questions to the teacher	Being active in the class	Being able to do the task	Being active in the asessment
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						

Note :
- Tick (√) for each positive activity
- Percentage of student's activities
  1. Paying attention to the teacher explanation
  2. Asking or answering questions to the teacher
  3. Being active in the class
  4. Being able to the task

3. Documentation Sheet

a. The background of MAN 1 Metro

Describe the status of the school, the number of students and the location of the school that will be studied by the researcher.

b. Teaching Module

The module will describe classroom activities by researcher in teaching and learning activities.

c. Students Asignment

Assignments that will be given by researcher to see how far the development of students in the learning cycle.

d. The Assigment from the Researcher

To find out the form of question given from researcher to students

e. Photos which related at learning activity

Photos showing students in teaching and learning activity

g. **Data Analysis Technique**

In this study, researcher uses data analysis by taking the average of the results or scores of the pre-test and post-test. To find out the improvement, this study also compared the pre-test and post-test scores. Then, the results will be matched with the Minimum Completeness Criteria (MCC) set by the school. In the first grade of MAN 1 Metro, the Minimum Completeness Criteria (MCC) for English subject is 70.

1. This study use the formula to calculate the average score as follows:

$$M = \frac{\Sigma X}{N}$$

Notes :

M= Mean

ΣX= Total of students score

N= Total Maximum Score

2. Scoring the students' correct answer pre-test and post tests :

$$Score = \frac{Student\ correct\ answer}{Total\ Numbers\ of\ item} \times 100$$

3. The formula to determine the percentage of students who pass the MCC in each cycle is as follows:

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

Notes:

P= Precentage

F= Frequency

N= Total Maximum Score

h. Research Indicators of Success

Indicator of success are taken from the teaching and learning process and during the action research process. This research is declared successful if 70% of students reach the Minimum Completeness Criteria (MCC) of 70 in their increasing speaking skill and learning activities.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Setting

1. Description of Research Location

This study was carried out at MAN 01 Metro, a school providing higher secondary schooling with an Islamic focus. The school has an A accreditation and is situated in KH Dewantara Street Number 110, Iringmulyo Village, East Metro Subdistrict, Metro City. Immediately before adopting its present name in 2018, the school was known as MAN 02 Metro. This changed to MAN 01 Metro in accordance with the Minister of Religion's Decree (SK) dated September 18, 2014. In order to generate graduates who are competent, accomplished, upright in morality, and committed to Allah SWT, MAN 01 Metro keeps working to provide effective instruction and guidance. These graduates will then be able to dedicate themselves to their surroundings and society. The information that follows is the total number of students in MAN 01 Metro:

Table 1.

The quantity of the students MAN 01 Metro

Class	Total
General	936
Science	139
Socialstudies	148
Religion	29
Study Group (Rombel)	32
Students with spesial needs	12

Source: The MAN 01 Metro School Website,Access on June 12th 2025

Based on the graphic diagram above, the total number of general class is 936 students, Science class is 139 students, Social studies class is 148 students, Religion class 29 students, Study Group 32 students and the last, students with spesial needs 12 students. So, the total of 936 students in MAN 01 Metro.

B. Research Result

1. Action of Pre-Test

This research was held on Tuesday, May 20, 2025 At this meeting, the researcher as a teacher and the collaborator as an observer. The researcher was introduced to the students as the teacher, and the lesson opened with greetings, prayers, and an attendance check. The researcher informed the students about the implementation of research in their class to assess their skill before taking any action. The first meeting was used as the Pre-Test, which included an essay-style grammatical test. After being given a worksheet, all students completed the assignment on their skill. The subject that will be discussed at the next meeting was briefly explained by the researcher. The students had trouble responding to the questions, according to the data.

Students' Speaking Pre-test Grade

No.	Name	C	F	P	V	G	TOTAL GRADE	CRITERIA
1.	AA	2	1	2	3	2	50	Incomplete
2.	AKA	1	2	2	1	2	40	Incomplete
3.	ARA	1	2	2	1	1	35	Incomplete
4.	ARP	1	1	2	1	1	30	Incomplete
5.	AS	3	2	2	2	2	55	Incomplete
6.	AZ	2	1	1	1	1	30	Incomplete

7.	BOV	1	2	1	2	1	35	Incomplete
8.	COY	2	2	3	1	3	55	Incomplete
9.	ETM	1	1	3	2	3	50	Incomplete
10.	FAA	2	1	1	2	1	35	Incomplete
11.	FAH	2	2	2	2	1	45	Incomplete
12.	FKD	2	2	2	1	3	50	Incomplete
13.	IMB	1	3	3	3	3	65	Incomplete
14.	KSR	2	1	2	3	1	40	Incomplete
15.	MF	1	2	2	2	1	40	Incomplete
16.	MFP	2	2	1	2	1	40	Incomplete
17.	MMM	1	2	2	2	2	45	Incomplete
18.	MRY	2	1	2	1	1	35	Incomplete
19.	MWS	2	2	2	2	1	45	Incomplete
20.	NSK	1	3	3	3	3	70	Complete
21.	PDS	1	1	2	1	2	35	Incomplete
22.	RA	2	1	1	2	1	35	Incomplete
23.	SLH	1	1	1	1	1	25	Incomplete
24.	TAR	1	1	2	1	1	30	Incomplete
25.	TL	2	2	2	1	1	40	Incomplete
26.	WP	2	2	2	1	2	45	Incomplete
27.	ZNF	2	1	1	2	2	40	Incomplete
Total of all students' grade							**1140**	
Total all of students (n)							**27**	
The highest grade							**70**	
The lowest grade							**25**	
Average							**42**	

Frequency of Students' Grade in Pre-Test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	1	4%	Complete
2	< 70	26	96%	Inclompate
	Total		100%	

Based on the results of the students' pre-test, there were 1 out of 27 students (4%), who met the minimum passing criteria of 70. The pretest revealed common difficulties among the students, including challenges in recalling vocabulary and confusion regarding word meanings, which were evident in their pretest scores. The majority of students, 26 out of 27 scored below 70, indicating a low level of

vocabulary acquisition and lack confident to speak their opinion. After calculating and analyzing the pre-test results, the researcher and collaborator created an action implementation plan that consists of planning, acting, observing, and reflecting on each cycle to repair the weaknesses observed.

C. Cycle I

a. Planning

The first meeting was held on Tuesday, May 20, 2025. While beginning pre test and cycle I implementation, the researcher produced a variety of material relating to teaching and learning, such as student worksheets, prepared materials, and a teaching module. Additionally, the researcher hope to present an assessment at the second meeting.

b. Acting

1) First Meeting

Started off the meeting. The researcher inspired the class by saying, "Good afternoon, students," and ensured that every student gave a positive response. Prior to introducing the subject matter, the researcher triggered thought-provoking question such "Do you like some movie or film?" to attract the students' interest and make a connection between the subject matter and their own experiences.

After that, the researcher explained many video suck as short movie and long movie, including the difficult vocabularies from

Inthiq video, the way how main character learning the language. Then The researcher introduced the main character from the video which showed at *Inthiq* video.

Inthiq video is the video which stories about how santri at Darussalam Gontor learning the official daily language which is English and Arabic. After showing the video the researcher told to the students to read the conversation how to improving students speaking skill and make the opinion how the students feels comfortable to learning english and the researcher gave the chance of correcting and completing their performance. Before the meeting ended, the researcher told the students to create a discussion group for the next meeting.

2) **Post-Test 1 Activity**

On Tuesday, May 20, 2025, the researcher gave the first post-test, which concluded cycle 1. The pre-test task was different, this post test topic about offering an opinion. Speaking about opinion the Inthiq film for 15 minutes at the beginning was the type of test. The result is performed better on the first post-test than the previous pre-test.

No	Name	Post Test I	Explanation
1.	AA	**75**	**Complete**
2.	AKA	50	Incomplete
3.	ARA	65	Incomplete
4.	ARP	75	Incomplete
5.	AS	**90**	**Complete**
6.	AZ	45	Incomplete
7.	BOV	40	Incomplete
8.	COY	**72**	**Complete**

9.	ETM	50	Incomplete
10.	FAA	**80**	**Complete**
11.	FAH	50	Incomplete
12.	FKD	50	Incomplete
13.	IMB	60	Incomplete
14.	KSR	**100**	**Complete**
15.	MF	60	Incomplete
16.	MFP	**95**	**Complete**
17.	MMM	60	Incomplete
18.	MRY	**80**	**Complete**
19.	MWS	65	Incomplete
20.	NSK	100	Complete
21.	PDS	50	Incomplete
22.	RA	50	Incomplete
23.	SLH	**55**	**Complete**
24.	TAR	40	Incomplete
25.	TL	50	Incomplete
26.	WP	55	Incomplete
27.	ZNF	**75**	**Complete**

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	9	33%	Complete
2	< 70	18	67%	Incomplete
	Total		100%	

Based on the result above, it could be seen that 9 students (33%) got grade up to the standard and 18 students (67%) got grade less than the standard. It was higher than the result of pre-test. Learning process was said successful when 70% students got grade ≥ 70. The fact showed that the result was in satisfied.

c. **Observing**

The collaborator monitored the actions of the students while the researcher was in action. Using an Inthiq film as media, the researcher, through her role as a teacher, provided a speaking topic about expressing opinions.

The observer also monitored the student actions during the learning process while the treatment was being delivered. Students

who participated effectively in the conversation would receive a point, which they could record on the first meeting observation sheet. The result from this meeting there are some improvement from student learning from pre test.

d. Reflecting

The outcomes of cycle I presented an improvement at pre-test I and post-test scores. The students had a strong interest in what they were learning. The learning process is still not functioning at its best, though, therefore the research must go on to the following round. There were still some students who were unfocused and exhibited actions that made it difficult to concentrate in class. Furthermore, the average score of the students fell short of the established requirement. Researcher identified students who did not fulfill the identification criteria after administering the pre-test and post-test, and they proceeded to cycle II.

2. Cycle II

The action in the cycle I was not successful enough because the short time meeting at afternoon and the result was not complete , the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

a. Planning

The procedure at cycle II focused on the cycle I problem, which was selected by the actions in cycle I. On cycle I, there were several mistakes. The researcher and collaborator then planned for to

use the video as medium of providing the students with speaking competency materials. During the first and last learning activities, the researcher and collaborator identified the problem and determined its sources, created the lesson plan, and created an observation sheet of the students' actions. In order to evaluate students' skill with the material that was given, the researcher also planned on conducting an assessment.

b. Acting

1) Second Meeting

The second meeting was conducted on Monday, 21 May 2025 at 16.30 until 18.30 after the students has been given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students condition. In the beginning, the researcher introduced film as media to the students. Twenty seven students were grouped in pairs so there were six pairs in a classroom. The researcher provided the laptop, projector, screen and sound. Before playing *Inthiq* Video, the researcher showing "Language *Etternelle*" to motivating the students before showing *Inthiq* video. This video showing how the teacher of Darussalam Gontor make the conversation with another teacher using English, Arabic and France. After showing that video the researcher continue to the next video, *Inthiq* video for 29 minutes. This opportunity the students required to search difficult vocabularies or sentence and opinion from *Inthiq* video. After find some difficult vocabularies, sentence and giving opinion from that

video students group should presenting the assignment in front class and the researcher giving feedback from students presenting.

2) **Post-Test 2 Activity**

On Monday, May 21th 2025 at 19.30 until 21.30 the researcher gave post test 2 conducted in cycle 2 with similar task on pre-test before. The kind of the test was speaking test that asked opinion from students to *Inthiq* video for motivation the students speaking skill. The result of the students" test in post test 2 was better than test in post-test 1 before.

No	Name	Post Test II	Explanation
1.	AA	80	Complete
2.	AKA	75	Complete
3.	ARA	75	Complete
4.	ARP	80	Complete
5.	AS	85	Complete
6.	AZ	75	Complete
7.	BOV	80	Complete
8.	COY	85	Complete
9.	ETM	50	Incomplete
10.	FAA	100	Complete
11.	FAH	90	Complete
12.	FKD	85	Complete
13.	IMB	50	Incomplete
14.	KSR	100	Complete
15.	MF	45	Incomplete
16.	MFP	75	Complete
17.	MMM	100	Complete
18.	MRY	75	Complete
19.	MWS	50	Incomplete
20.	NSK	75	Complete
21.	PDS	90	Complete
22.	RA	45	Incomplete
23.	SLH	75	Complete
24.	TAR	100	Complete
25.	TL	90	Complete
26.	WP	50	Incomplete
27.	ZNF	80	Complete

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	21	77%	Complete
2	< 70	6	23%	Inclompate
	Total		100%	

Based on the result above, it could be inferred that 21 students (77%) managed to get scores above 70 and 6 other students (23%) who scored less than 70. From the Post test 2 results. Based on the post-test II results in the table above, the students enjoyed watching video as learning media and also the student more feel comfortable to express their opinion.

c. Observing

The researcher used *Inthiq* video as media for delivering the content in this step. Five indications were also employed in the learning process to determine the activities of the students, similarly to those in past periods. The researcher concluded that the learning process in cycle II was successful based on the findings of the observation sheet. The following is the grade result of the students' observed learning activities: (From the observation, the researcher presented two meetings in cycle II. The researcher applied learning media with using *Inthiq* video for teaching and learning. The learning focus was on improving students' speaking skill. This is expected to help students to understand the text more effectively and efficiently. In this meeting, the students were serious in joining the class. They were interested watching the video given by the researcher.

In the second meeting, the researcher finished the treatment related to *Inthiq* video before giving the post test to students. At this meeting, the students began to be more active. They were also interested in the teaching and learning process. In this meeting, the teacher gave the test related the topic from *Inthiq* video. The result was quite good because most students could do the test easily. Students who scored more than 70 were 21 (77%) out of 27 students.

Based on these observations, it can be concluded that the learning process succeeded in improving students' speaking skill. The learning process has gone well and students are active in the classroom compared to the first cycle. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students" learning activity got percentage >70%.

d. Reflecting

According to the researcher's analysis of the learning process in cycle II, the skill of students to speak would generally improve when they used Inthiq videos as media.

The researcher and the collaborator evaluated and calculated every process at the conclusion of this cycle, including the students' post-test 1 grade and the observation of the students' learning activities. The following table shows a comparison of the students' post-test 1 and post-test 2 grades. From the table and the graphic, it could be seen that the grade of the 27 students in post-test 1 is inadequate. It is because 11 students (41%) managed to get

scores above 70 and 16 students (59%) other students were not successful. Based on the post-test 2 in cycle 2, 21 students (77%) were successful managed to get scores above 70 and 6 students (23%) were not successful. It indicated that the students" speaking skill was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that *Inthiq* video as media can improve the students' speaking skill.

e. Discussion

According to the pre-survey, there are issue with teaching speaking performance to the students of MAN 01 Metro, specifically in the ten class. For example, some students struggle with understanding language and expressing their opinions in a speaking manner. The researcher selected the movie as an instrument to enhance students' skill to share their ideas. The researcher organized students' ideas using this media and motivated them to engage in discussion more actively as they learned English. It is therefore implemented that using movies to enhance learning is effective.

Based on the explanation of cycle 1 and cycle 2, it can be shown that the use of *Inthiq* video as media could improve the

students in speaking skill. The progress from the students speaking score of pre-tests there are 1 student (4%) who passed the MMC and the average score of pre-test is 42. In the post-test 1 there are 11 students (41%) who passed the MMC and the result of post-test 2 there are 21 students (77%) who passed the MMC. It is inferred that there is improvement on the students' complete grade and total of grades of the students who passed the least from pre-test, post-test 1 to post-test 2. From the explanation, the researcher concludes that the research is successful, and it can be stopped in the cycle 2 because the indicator of success 70% of students got grade >70 are reached.

No	Name	Pre test	Post Test I	Post test II
1.	AA	50	75	80
2.	AKA	40	50	75
3.	ARA	35	65	75
4.	ARP	30	75	80
5.	AS	55	90	85
6.	AZ	30	45	75
7.	BOV	35	40	80
8.	COY	55	72	85
9.	ETM	50	50	50
10.	FAA	35	80	100
11.	FAH	45	50	90
12.	FKD	50	50	85
13.	IMB	65	60	50
14.	KSR	40	100	100
15.	MF	40	60	45
16.	MFP	40	95	75
17.	MMM	45	60	100

18.	MRY	35	80	75
19.	MWS	45	65	50
20.	NSK	70	100	75
21.	PDS	35	50	90
22.	RA	35	50	45
23.	SLH	25	55	75
24.	TAR	30	40	100
25.	TL	40	50	90
26.	WP	45	55	50
27.	ZNF	40	75	80

If the researcher compares the findings of this study to those of earlier relevant studies presented in Chapter I. The first is Anggraini (2021) under the title "Improving Student's speaking skill using youtube video as media: An Action Research" [25], which the result of the research point out that the students could improve their speaking skills by using Youtube videos. In the first cycle, the students' average score is 65 points, the second cycle is 75 points, and the last cycle is 85 points. The second, Anwar Musadad and Setya Resmini (2024) With the title "The Effectiveness of Animation Videos in Improving Student's Speaking skill" IKIP Siliwangi Indonesia[26], the result of pre test's mean is 62.38, after the treatment of animation videos, the post test mean is 74,46 thats mean animation videos can improve students' speaking skill and the last

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[25] Anggraini Anggraini, "Improving Student's Speaking Skill Using Youtube Video as Media: An Action Research," *Scope : Journal of English Language Teaching* 5, no. 2 (2021): 57.

[26] Setya Resmini, Anwar Musadad, "The Effectiveness Of Animation Videos In Improving Students' Speaking Skill," *PROJECT (Professional Journal of English Education)*, 2024.

Rini Nuraini, Mirza Syadar Rambe, Irwanto, Luqman MoHa, Rizki Fiidznillah 2024 the title is "The Effectiveness of the Use of Audio Visual as a Learning Media for Speaking Skills and Reading Skills of Tsanawiyah Students" from Mahmud Yunus Islamic University, Batusangkar[27] the result is 58,9% Agree and 70% is strongly agree that the atudio visual media is very effective in improving students speaking skills. From the conclusion above, *Inthiq* video can improve students' English speaking skill.

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[27] Rini Nuraini et al., "The Effectiveness of the Use of Audio Visual as a Learning Media for Speaking Skills and Reading Skills of Tsanawiyah Students," *Lughawiyah: Journal of Arabic Education and Linguistics* 6, no. 1 (2024): 81.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the speaking proficiency could be improved through movie as media at the X 9 class of MAN 01 Metro. Video as media can improve speaking skill at the X 9 class of MAN 01 Metro. It can be seen on the progress from pre-test to cycle 1 and cycle 1. The percentage of students speaking skill got from post test 2 of cycle 2 is 77%. It means that result of cycle 2 had already achieved the indicator of success that is 70% more of the students achieve the minimum mastery criteria (MMC). It is because video as media consists the use of teaching procedure that significantly encourage and increase the students' speaking skill.

In addition, video as media can incjawarease students' learning activity at the X 9 grade of MAN 01 Metro. It was investigated that the percentage of learning activity of cycle 2. It means that *Inthiq* video as media can improve the students learning activity. It is caused the use of all teaching procedures in video as media can support the research effectively in improving the students' learning activities.

B. Suggestion

Based on the conclusion above, there are some suggetions intended to the improvement of teaching and learning process, as follows:

1. For English Teacher

a. It is advisable for the teachers to prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teacher should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media.

b. It is better for the teacher to use movie as media in English learning especially in speaking because it can improve students' speaking skill.

c. The teacher is suggested to motivate the students in order to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their skill in speaking skill so they can be successful in English learning.

3. For Headmaster

To support the English teacher to use video, film and movie as media in learning process, because movie as media is so helpfull expecially simple daily conversation video.

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APPENDICES

SILABUS MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB
Kelas   : X
Kompetensi Inti   :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain **Mengkomunikasikan** • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas,dalam bentuk percakapan/simulasi dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat 'learning journal'	kepedulian dalam melaksanakan komunikasi		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	**Teks lisan dan tulis untuk menyatakan pendapat dan**	**Mengamati** • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta	KRITERIA PENILAIAN: • Tingkat ketercapaian fungsi social ungkapan	2 x 2 JP	• CD/ Audio/ VCD • Koran/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bahasa pengantar komunikasi International 2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk	**pikiran serta responnya** *Fungsi Sosial* • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain *Ungkapan* menyatakan pendapat/pikiran *I think …* *I suppose...* *In my opinion …* *Unsur Kebahasaan* Ucapan, tekanan kata, intonasi	responnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Siswa menirukan model interaksi menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks *simulasi, role-play*, dan kegiatan lain yang terstruktur.	menyatakan pendapat dan pikiran • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian CARA PENILAIAN: **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran.		majalah berbahasa Inggris • Sumber dari internet: - www.dailyeng lish.com - http://america nenglish.state .gov/files/ae/r esource_files - http://learnen glish.britishco uncil.org/en/

MODUL AJAR

KURIKULUM MERDEKA

A. INFORMASI UMUM

IDENTITAS

Nama Penyusun Pendidikan Tahun Pelajaran Materi	Muhammad Abizard MAN 01 Metro
Jenjang Kelas/Semester Alokasi Waktu Kompetensi	2024/2025 Giving opinion from Inthiq video for increasing students speaking skill SMA/MA Sederajat

.

Profil Pelajar Pancasila :

1. Beriman ,bertaqwa kepada Tuhan Yang Maha Esa dan Berakhak mulia :Berdo'a pada saat memulai dan mengakhiri pelajaran serta santun dalam berdiskusi kelompok.
2. Gotong royong : Melakukan kerjasama yang baik dalam penugasan Kolaborasi antar anggota kelompok.
3. Bernalar Kritis : Menghasilkan gagasan orisinal: menggabungkan beberapa gagasan menjadi ide atau gagasan menjadi ide atau gagasan imajinatif yang bermakna untuk mengekspresikan pikiran dan/atau perasaannya.

B. Capaian Pembelajaran Elemen Berbicara dan Mempresentasikan

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.

C. Komponen Inti

KOMPONEN	DESKRIPSI
Tujuan Pembelajaran	1. Memahami pesan motivasi yang tercermin dari perilaku dalam *Inthiq* video. 2. Mengidentifikasi cara mengekspesikan untuk bertanya dan memberikan opini dari *Inthiq* video. 3. Memberikan motivasi agar mempraktikan pesan moral yang termuat dalam *Inthiq* video.
Asesmen	1. Non-Kognitif 2. Kognitif (diskusi dan presentasi)
Pemahaman bermakna	1. Peserta didik dapat mengkombinasikan pemahaman tentang motivasi yang terkandung dalam inthiq video . 2. Menggali motivasi peserta didik dalam berbicara bahasa inggris sesuai kemampuan peserta didik. 3. Menyampaikan opini peserta didik terhadap pesan motivasi dari *Inthiq* video.
Pertanyaan Pematik	1. Apakah anda masih mengingat kosa kata yang diberikan pada pertemuan terdahulu? (Do you still remember the vocabulary given at the last meeting?) 2. Siapakah nama tokoh-tokoh yang ada dalam video tersebut? (Who are the names of the characters in the video?)
Kegiatan Pembelajaran	**Kegiatan Pendahuluan (20 menit)** 1. Guru membuka pelajaran dengan salam dan berdoa. 2. Guru memeriksa kehadiran siswa . 3. Guru mengulas kembali materi sebelumnya diajarkan. 4. Guru mengajukan pertanyaan pemantik untuk mengarahkan ke topik yang akan dipelajari dan Peserta didik diharapkan mampu menjawab pertanyaan pemantik yang disampaikan oleh guru 5. Menyampaikan tujuan pembelajaran yang akan diajarkan.

Kegiatan Inti (30 menit)

6. Guru menjelaskan secara sekilas tentang *"Inthiq"* video didepan kelas

7. Guru memberikan beberapa kosa kata atau Vocabulary yang dinilai sulit untuk dipahami oleh peserta didik

8. Guru memutarkan *"Inthiq"* video didepan kelas dan peserta didik agar memperhatikan video dengan seksama dengan mencari kosa kata yang sulit dimengerti.

Mengorganisasikan peserta didik (35 menit)

9. Setelah selesai menonton *"Inthiq"* video, guru menginstruksikan kepada peserta didik agar membagi kedalam kelompok yang beranggotakan 5 orang.

10. Setiap kelompok tersebut berdiskusi untuk menentukan siapa ketua kelompok pada setiap kelompok, Menentukan nama kelompok dan menginformasikannya kepada guru.

11. Setelah kelompok terbentuk dan ketua kelompok telah ditentukan, Guru menyampaikan tugas yang akan dikerjakan kelompok tersebut yakni kosa kata yang sulit dimengerti, makna dan motivasi dari *"Inthiq"* video.

12. Masing-masing Ketua kelompok mengatur jalannya diskusi dengan pengawasan dari guru.

13. Peserta didik berdiskusi dengan kelompoknya masing-Masing untuk mencari kosa kata yang sulit dipahami dan motivasi yang ada dalam video selama 20 menit dengan bimbingan dari guru.

14. Setiap peserta didik agar memiliki opini dan kosa kata yang sulit dipahami kemudian salah salah satu peserta didik menuliskannya sebagai perwakilan dari kelompok tersebut .

15. Peserta didik beserta kelompoknya mempresentasikan hasil

	diskusi didepan kelas.

	Kegiatan Penutup (10 menit)
	
	1. Peserta didik difasilitasi guru untuk mereview pembelajaran yangtelah dilaksanakan.
	   a. Okay class, what have we learned today?
	   b. Are you motivated from the video we have watch today?
	2. Peserta didik diberikan umpan balik oleh guru mengenai prosespembelajaran.
	   a. Well class, you have done a very good job today
	   b. Most of you are active
	   c. What do you feel during the lesson?
	   d. Give applause for us!
	3. Guru menutup pembelajaran denganberdoa bersama

Refleksi Pembelajaran	1. Guru memberi penjelasan manfaat dari materi yang diberikan.

Metro, 16 Mei 2025

Guru Bahasa Inggris   Mahasiswa
Pengampu Mata Pelajaran

Susi Maya Sari   Muhammad Abizard
                                                        NPM. 2101051024

LAMPIRAN I. LKPD (Post Test II)

Find some difficult sentence or vocabulary based from *"Inthiq"* **video and write on this Sheet!**

1.

2.

3.

4.

5.

Write your opinion on this paper based from "Inthiq" video !

1. Name:

Opinion:

2. Name:

Opinion:

3. Name:

Opinion:

4. Name:

Opinion:

5. Name:

Opinion:

LAMPIRAN II : REFELKSI PEMBELAJARAN

Nama:

Kelas:

Mata Pelajaran:

1. Apakah anda memahami makna yang telah disampaikan melalui video tersebut?

2. Apakah materi dari video tersebut bermanfaat bagi anda?

3. Bagaimana anda menerapkan makna dari video tersebut kedalam kehidupan sehari-hari anda?

LAMPIRAN

Kosa kata (Vocabulary)

Well-known	: Famous (Terkenal)
Immerse	: (Memperdalam)
Fornight	: Week (Pekan)
Maintain	: To secure (Menjaga)
Balance	: (Keseimbangan)
Embrace	: (Hadapi)
Frequently	: (Sering)
Stare	: (Menatap)
Awe	: (Kagum)
Immersing	: (Tekuni)
Acting wise	: (bertingkah bijak)
Disturb	: (Menggangu)
Treat	: (Mentraktir)
Mocked	: (Mengejek)
Minaret	: (Menara)
Noble lofty dream	: (Cita-cita mulia)
Established	: (Mendirikan)
Refine	: (Memperbaiki)
Obstacles	: Give up (Menyerah)
Endure	: (Menerima)

MODUL AJAR

KURIKULUM MERDEKA

A. INFORMASI UMUM

IDENTITAS	
Nama Penyusun **Pendidikan**	Muhammad Abizard
Tahun Pelajaran **Materi**	MAN 01 Metro
	2024/2025
Jenjang **Kelas/Semester** **Alokasi Waktu**	Giving opinion from Inthiq video for increasing students speaking skill
Kompetensi	SMA/MA Sederajat
	X/II
	2x40 Menit
	Siswa dapat memahami cara penyampaian opini serta mencari kosa kata sulit dipahami yang

.

Profil Pelajar Pancasila :

1. Beriman ,bertaqwa kepada Tuhan Yang Maha Esa dan Berakhak mulia: Berdo'a pada saat memulai dan mengakhiri pelajaran serta santun dalam berdiskusi kelompok.
2. Gotong royong : Melakukan kerjasama yang baik dalam penugasan Kolaborasi antar anggota kelompok.
3. Bernalar Kritis : Menghasilkan gagasan orisinal: menggabungkan beberapa gagasan menjadi ide atau gagasan menjadi ide atau gagasan imajinatif yang bermakna untuk mengekspresikan pikiran dan/atau perasaannya.

Sarana/prasarana : Laptop, LCD Proyektor, Buku paket, LKPD, Papan tulis, Spidol.

B. Capaian Pembelajaran Elemen Berbicara dan Mempresentasikan

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa

C. Komponen Inti

KOMPONEN	DESKRIPSI
Tujuan Pembelajaran	1. Memahami pesan motivasi yang tercermin dari perilaku dalam *Inthiq* video. 2. Mengidentifikasi cara mengekspesikan untuk bertanya dan memberikan opini dari *Inthiq* video. 3. Memberikan motivasi agar mempraktikan pesan moral yang termuat dalam *Inthiq* video.
Asesmen	4. Non-Kognitif 5. Kognitif (diskusi dan presentasi)
Pemahaman bermakna	6. Peserta didik dapat mengkombinasikan pemahaman tentang motivasi yang terkandung dalam inthiq video 7. Menggali motivasi peserta didik dalam berbicara bahasa inggris sesuai kemampuan peserta didik. 8. Menyampaikan opini peserta didik terhadap pesan motivasi dari *Inthiq* video.
Pertanyaan Pematik	9. Apakah kalian pernah menonton video percakapan sehari-hari ketika pembelajaran sedang berlangsung? (Do you watch daily conversations video during learning session?) 10. Sebutkan video apa saja yang pernah diputar ketika pembelajaran sedang berlangsung? (Can you mention to me which video ever watched during learning session?)

Kegiatan Pembelajaran	**Kegiatan Inti (15 menit)**
	11. Guru menjelaskan secara sekilas tentang *"Inthiq"* video didepan kelas
	12. Guru memberikan beberapa kosa kata atau Vocabulary yang dinilai sulit untuk dipahami oleh peserta didik
	13. Guru memutarkan *"Inthiq"* video didepan kelas dan peserta didik agar memperhatikan video dengan seksama dengan mencari kosa kata yang sulit dimengerti.
	Mengorganisasikan peserta didik (50 menit)
	14. Setelah selesai menonton *"Inthiq"* video, guru menginstruksikan kepada peserta didik agar memberikan opini mereka dalam lembar essay.
	15. Setelah peserta didik menyelesaikan lembar essaynya, mereka membacakan opini mereka tentang *Inthiq* video di 15 menit pertama didepan kelas.
	16. Setelah mereka membacakan hasil penilaian essaynya didepan kelas, guru meminta peserta didik untuk membaca percakapan singkat yang guru buat.
	17. Guru memberikan perbaikan dan arahan kepada peserta didik tentang apa yang mereka presentasikan dan pembacaan dialog tersebut.

	Kegiatan Penutup (10 menit)
	
	4. Peserta didik difasilitasi guru untuk mereview pembelajaran yangtelah dilaksanakan.
	   c. Okay class, what have we learned today?
	   d. Next meeting, we will learn from *Inthiq* video from another season.
	5. Peserta didik diberikan umpan balik oleh guru mengenai prosespembelajaran.
	   e. Well class, you have done a very good job today
	   f. What do you feel during the lesson?
	   g. Give applause for us!
	6. Guru menutup pembelajaran dengan berdoa bersama

Guru Bahasa Inggris
Pengampu Mata Pelajaran

Metro, 15 Mei 2025
Mahasiswa

Susi Maya Sari

Muhammad Abizard
NPM.   2101051024

Topic: How to Improve Our English

 Anna: Student 1

 Bagus: Student 2

A: Hi, B! How are you today?

B: Hi, A! I'm good, thank you. How about you?

A: I'm good too. Hey, I want to ask you something.

B: Sure, what is it?

A: How can we improve our English? I really want to be better.

B: That's a good question. I think we should practice every day.

A: What kind of practice?

B: We can start by speaking English with our friends.

A: Hmm, sometimes I feel shy to speak English.

B: It's okay. We can start with simple sentences. Don't worry if we make mistakes.

A: That's true. What else can we do?

B: We can watch English movies or listen to English songs.

A: Wow, that sounds fun!

B: Yes, and reading English books can also help us.

A: I will try that. Thank you for your tips, B!

B: You're welcome! Let's practice together!

A: Sure, let's do it!

Name:

Class:

A.   What do you think of the first 15 minutes of the *Inthiq* video?

B.   How do you improve your speaking skill in daily conversation?

Ahmad rachan purnomo

1. Pen   = pena ✓
2. snowman = sepatol ✓
3. Table   = meja ✓
4. handphone = hp ½   27
5. Book   = buku ✓

1.   1 have a pen ✓ 5
2.   My pen is good ✓ 5
3.   I write by pen ✗
4.   I bay snowman ✗
5.   My friend have new snowman ✗   17
6.   I have new handphone ✗ ½ 2
        a new phone
7.   ray phone is iphone ✗
8.   I write on the book ✗
9.   the book is white ✓
10. can I see your book ✗ 5   (46).

    film

1. MY LOVE friend ✗
2. Doromon ✗   2
3. Nobita ✗
4. first love ½ 2
5. so beatiful ✗

1. Tiska Lailatul Afifah
2. Nasyaka Sabria Kinara   x g
3. Meilani Wulan Sari
4. Edisti tas maharani

(4)

LAMPIRAN I. LKPD Post Test

Find some difficult sentence or vocabulary based from *"Inthiq"* video and write on this Sheet!

1. Between : diantara
2. Disguise : menyamar
3. Struggling : ~~~~ sedang berenang
4. Noble : ~~kesempatan~~ mulia
5. Opportunity : kesempatan

(7) (50)

Write your opinion on this paper based from "Inthiq" video !

1. Name: Tiska Lailatul Afifah
Opinion: The video shows how language shapes the way we think and connect with others. It made me realize how powerful and meaningful words can be in expressing identity and culture.

2. Name: Edisti tas maharani
Opinion: The video is fun *Funny* and educational. It shows that making mistakes while speaking English normal.

3. Name: Nasyaka Sabria Kinara
Opinion: after watching the video, I feel more motivated to speak English

4. Name: Meilani wulan S.
Opinion: the video. teaches us that practicing English daily, even simple conversations

(7) (43)

5. Name:
Opinion:

LAMPIRAN I. LKPD Post Test

(5)

Find some difficult sentence or vocabulary based from _"Inthiq"_ video and write on this Sheet!

1. ~~you~~ why so blue = kenapa murung ✗ 10 (30) (✗)
2. to immerse -> untuk membenamkan. ✗ 10
3. It becomes a mistake -> Itu menjadi sebuah kesalahan ✗ 10
4. I ~~knew~~ knew almost -> aku hampir tahu ✗
5. Porridge will be nice (= rasanya) Bubur ✗ ✗

Write your opinion on this paper based from "Inthiq" video !

1. **Name:** Zahra nadia Fiizah
Opinion: helps increase knowledge or the language
(25)

2. **Name:** Citra oca yuda
Opinion: motivating that we have to practice speaking so that we continue to remember

3. **Name:** Fitria kusuma
Opinion: motivate to continue learning the ~~taguange~~ language.

4. **Name:** aurellia muzakki
Opinion: motivating and entertaining memotivasi dan menghibur.

5. **Name:** ALFA Ayu
Opinion: can provide enthusiasm for learning english. dapat memberikan semangat untuk belajar bahasa inggres.
(45).

LAMPIRAN I. LKPD Post Test

(2)

Find some difficult sentence or vocabulary based from *"Inthiq"* video and write on this Sheet!

(40)

1. offender : Pelanggar ✗ 10
2. Class bell = Bel masuk kelas ✗ 10
3. meal = Makan ✗ 10
4. BoRRidge = ~~Bugur~~ Bubur ✗
   ~~Bo~~ Porridge
5. Departement = Pusat ✗ 10
   Bagian

Write your opinion on this paper based from "Inthiq" video !

1. Name: Rafa.
Opinion: menarik, mengajarkan kita supaya kita harus belajar bahasa inggris

2. Name: wahyu
Opinion: bagus, gedungnya besar banyak + unik orang²nya

3. Name: Putra
Opinion: menarik, karna besar dan unik dan banyak orangnya

4. Name: madani
Opinion: keren, karna anak²nya memakai bahasa semua

5. Name: ~~...~~ fahry
Opinion: menara yang, tinggi bisi menjas: kita motivasi yang bayas kasna bayangkan Menara itu usena an wolll

(35) ✗ ✗

(78)

Nama KElOMPOK
1) SEpTa lana H   3) wurnia septian
2) Ahmad raehan   4) angga radit

LAMPIRAN I. LKPD Post Test

Find some difficult sentence or vocabulary based from *"Inthiq"* video and write on this Sheet!

⟨3⟩

1. educate the world ✓ ⅛
   (menelaith) 5
2. grammatical 5 ✓
   (tata bahasa)
3. ~~so~~ fluently 5 ✓
   (Lancar)
4. excellent. 5 ✓
   (bagus sekali)
5. frequently study ~~there~~
   (sering belajar) 5

45

Write your opinion on this paper based from "Inthiq" video !

1. Name: wurnia septian R   ⟨10⟩
Opinion: In my opinion, the video is useful for studying harder.

2. Name: Ahmad Raehan P
Opinion: My opinion this video is very useful

3. Name: ANGGA RADITH P
Opinion: My opinion this video is very motivating and guiding

4. Name: Septa lana H.
Opinion: My opinion this video is very useful and helpful in learning

5. Name: Ikhsan M.
Opinion: My opinion this video is very motivating and guiding

44

⟨89⟩

Nadyapa Sabilla kinara.

- Red — merah
- Blue — Biru
- door — Pintu
- pen — Pena
- Ball — Bola.

30

1 - I Love you
2 - I miss you
3 - I eat an egg   3
4 - My pen is red
5 - my pencils is blue   X
6 - my flower is green
7 - I like football.
8 - I like eating.
9 - I love my mother.
10 - I love my girlfriend.

43

1. Cars
2. Planes
3. Incridible
4. kungfu panda
5. Spider. man.

16

89

ta. Earvel . ta

①
1. Table
2. Shoes
3. Bag
4. Floor
5. Book

30

② I am hungry ✓
I hate you ✓
We never know ✓
write in the book ✗
Playing basketball ✗
I Buy the fruit ✓
Jogging with my friends ✗
You love me ✓
Painting the floower ✗
Go to market ✗

20

③ Harry Poter ✗
Beautiful in white ✗
Finding Nemo ✓
Toy story ✓
Lion king ✓

12

67

FAA   Xi

How do you think you learnt to speak in a way that works for you?

I think I learnt to speak in a way that work for me though trial and eror. I used to strunggle with expressing my self, but over time I listened to others, practiced speaking in different situations, and learned how to be more confident and clear.

2

ETM Xi

How do you think you learnt to speak in a way that works for you?

By using clear and simple language
I focus on short santences, common words, and
Easy grammar so that my massanges are easy
to understand, especially for English learners

2

IMB   Xi

How do you think you learnt to speak in a way that works for you?

my opinion:

I learned to speak in a way that works for me by listening, observing others, and practicing. Thorough experince and mistakes. I found a style that feels comfortable and affective.

3

MF

How do you think you learnt to speak in a way that works for you?

I developed my speaking style though trial and error. I tried different ways of speaking until I found what made me feel confident and understood.

3

Kelompok : Inspiring

①

LAMPIRAN I. LKPD Post Test

Find some difficult sentence or vocabulary based from *"Inthiq"* video and write on this Sheet!

1. Discipline : disiplin/tertib ✗ 10

2. Perseverance : ketekunan /kegigihan ✗ ✗   40

3. Fluency : ketekunan /kegigihan kemampuan untuk berbahasa ✗ 10   ✗

4. Motivation : Motivasi ✗ 10

5. Confidence : Percaya diri ✗ 10

Write your opinion on this paper based from "Inthiq" video !

1. Name: Akmal Khozin A
Opinion: maybe what i understand about my opinion about the video is that linguistic knowledge is also important for success.   5

2. Name: ~~Gontor TV videos are really good~~
Opinion: 42

3. Name: AZIM. S
Opinion: Gontor TV videos are really good and i like watching children who are diligent and serious about achieving their dreams.   5

4. Name:
Opinion: ✗

5. Name: P. Aryo sahnuto
Opinion: my opinions about the Film gontor tv is very motivating for me with my language skills   5

82

Tiska Laulatu

1. hand = tangan ✓
2. water = air ✓
3. Rice = Nasi ✓
4. Chair = kursi ✓
5. glass = gelas ✓

30

1. MY hand so big ✗
2. the water is clean ✓
3. I eat Rice ✓
4. I seat on the chair ✗
5. I Drink by glass ✗

2

Film

1. ultramen ✗
2. titanic ✓
3. wonderful ✗
4. underwear ✗
5. Harry poker ✓

8

(58)

Editi Tlas Mahasani

I.
1. money
2. Water
3. glass
4. Book
5. Pencil

30

2. Kalimat.
1. I love Indonesia.
2. She is my Friend
3. He likes Coffe
4. I am happy today
5. The Sun is Shining
6. I will go hom
7. She eats breakfast
8. He plays Football
9. I like reading books
10. It's a beautiful day

30

3. Film
1. Harry Potter
2. Alice in Wonderland
3. Jurassic Park
4. The Wizord Of Oz
5. Finding Nemo

12

(72)

Abizar 5 Juni 2015

melani wulan s.

X. 9

1. - glass ✓   5X6: 30.

X - class ✓   2. - I go to the school ✓

  - space ✓   - I write in the book ✓

  - place ✓   - I am walking in the street ✓

  - pen ✓   - sweep the floor X

                            - I am eating X   3 X 5:

                            - buy the book X   15

                            - Drive a car X

                            - Stir the coffee X

                            - Read a book X

                            - I am looking for X

3. - turning red ✓

  - cast away ✓   4 X 4: 45

  - toy story ✓   16 +

  - the hunger games ✓   (61)

  - notting hill X

Students' Pre Test Grade

No.	Name	Comprehention	Fluency	Pronounciaton	Vocabulary	Grammatical	Total	Grade
1	AA	2	1	2	3	2	10	50
2	AKA	1	2	2	1	2	8	40
3	ARA	1	2	2	1	1	7	35
4	ARP	1	1	2	1	1	6	30
5	AS	3	2	2	2	2	11	55
6	AZ	2	1	1	1	1	6	30
7	BOV	1	2	1	2	1	7	35
8	COY	2	2	3	1	3	11	55
9	ETM	1	1	3	2	3	10	50
10	FAA	2	1	1	2	1	7	35
11	FAH	2	2	2	2	1	9	45
12	FKD	2	2	2	1	3	10	50
13	IMB	1	3	3	3	3	13	65
14	KSR	2	1	2	3	1	8	40
15	MF	1	2	2	2	1	8	40
16	MFP	2	2	1	2	1	8	40
17	MMM	1	2	2	2	2	9	45
18	MRY	2	1	2	1	1	7	35
19	MWS	2	2	2	2	1	9	45
20	NSK	1	3	3	3	3	14	70
21	PDS	1	1	2	1	2	7	35
22	RA	2	1	1	2	1	7	35
23	SLH	1	1	1	1	1	5	25
24	TAR	1	1	2	1	1	6	30
25	TL	2	2	2	1	1	8	40
26	WP	2	2	2	1	2	9	45
27	ZNF	2	1	1	2	2	8	40

Students' Post Test Grade

No.	Name	Comprehention	Fluency	Pronounciaton	Vocabulary	Grammatical	Total	Grade
1	AA	3	3	3	4	3	16	80
2	AKA	3	3	4	3	2	15	75
3	ARA	3	3	2	4	3	15	75
4	ARP	4	4	3	3	2	16	80
5	AS	4	4	4	2	3	17	85
6	AZ	3	3	2	3	4	15	75
7	BOV	3	3	4	3	3	16	80
8	COY	3	2	4	4	4	17	85
9	ETM	2	2	2	2	2	10	50
10	FAA	4	4	4	4	4	20	100
11	FAH	4	4	4	3	3	18	90
12	FKD	3	3	3	4	4	17	85
13	IMB	2	2	2	2	2	10	50
14	KSR	2	4	4	4	4	20	100

15	MF	2	2	1	2	2	9	45
16	MFP	3	3	3	3	3	15	75
17	MMM	4	4	4	4	4	20	100
18	MRY	4	4	2	2	3	15	75
19	MWS	2	2	1	2	3	10	50
20	NSK	2	4	3	3	3	15	75
21	PDS	4	3	4	4	3	18	90
22	RA	1	2	1	3	2	9	45
23	SLH	2	4	3	3	3	15	75
24	TAR	4	4	4	4	4	20	100
25	TL	4	4	3	3	4	18	90
26	WP	2	2	2	2	2	10	50
27	ZNF	2	2	4	4	4	16	80

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE II

Subject : English
Class : Xi
School : MAN 1 Metro

No	Student's Name	The Aspects Student's Learning Activities				
		Paying attention to the teacher explanation	Asking or answering questions to the teacher	Being active in the class	Being able to do the task	Being active in the asessment
1	AA	√	√	√	√	√
2	AKA	-	-	√	√	√
3	ARA	√	√	-	√	√
4	ARP	√	-	-	√	√
5	AS	-	-	-	√	√
6	AZ	√	√	-	-	-
7	BOV	√	-	√	-	√
8	COY	√	√	-	√	√
9	ETM	-	√	√	√	√
10	FAA	-	√	-	√	-
11	FAH	√	√	-	√	√
12	FKD	√	-	√	√	√
13	IMB	-	√	√	-	√
14	KSR	√	√	√	√	√
15	MF	√	-	√	√	√
16	MFP	√	-	-	√	√
17	MMM	√	√	√	√	√
18	MRY	-	√	√	-	√
19	MWS	√	-	-	-	√
20	NSK	-	√	√	-	√
21	PDS	√	-	√	√	√
22	RA	-	-	√	√	-
23	SLH	√	√	-	√	√
24	TAR	√	-	√	-	√
25	TL	√	-	-	√	√
26	WP	√	-	√	-	-
27	ZNF	√	√	√	√	√

Note :
- Tick (√) for each positive activity
- Percentage of student's activities
    1. Paying attention to the teacher explanation
    2. Asking or answering questions to the teacher
    3. Being active in the class
    4. Being able to the task
    5. Being active in the assessment

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE I

Subject : English
Class : Xi
School : MAN 1 Metro

No	Student's Name	The Aspects Student's Learning Activities			
		Paying attention to the teacher explanation	Asking or answering questions to the teacher	Being active in the class	Being able to do the task
1	AA	√	–	–	√
2	AKA	–	–	–	√
3	ARA	–	√	√	–
4	ARP	√	–	√	–
5	AS	√	√	–	–
6	AZ	√	√	–	√
7	BOV	–	√	√	√
8	COY	–	–	√	√
9	ETM	√	–	√	–
10	FAA	√	–	–	√
11	FAH	√	√	–	√
12	FKD	–	√	√	√
13	IMB	√	–	√	√
14	KSR	–	√	–	√
15	MF	√	–	√	√
16	MFP	√	–	–	–
17	MMM	–	√	–	√
18	MRY	√	√	–	√
19	MWS	√	–	√	√
20	NSK	√	√	–	–
21	PDS	–	–	–	–
22	RA	√	–	√	–
23	SLH	–	–	–	–
24	TAR	√	–	–	–
25	TL	√	√	–	–
26	WP	√	√	–	–
27	ZNF	–	√	√	–

Note :
- Tick (√) for each positive activity
- Percentage of student's activities
  1. Paying attention to the teacher explanation
  2. Asking or answering questions to the teacher
  3. Being active in the class
  4. Being able to the task
  5. Being active in the assessment

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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UNIT PERPUSTAKAAN
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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; perpustakaan@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-414/In.28/S/U.1/OT.01/06/2025

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: MUHAMMAD ABIZARD
NPM	: 2101051024
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051024.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Juni 2025
Kepala Perpustakaan,

Aan Gufroni, S.I.Pust.
NIP.19920428 201903 1 009

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas

Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro

menerangkan bahwa:

Nama   : Muhammad Abizard
NPM   : 2101051024
Program Studi   : Tadris Bahasa Inggris

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Metro, 09 Juni 2025
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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S U R A T   T U G A S

Nomor: B-1527/In.28/D.1/TL.01/05/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**MUHAMMAD ABIZARD**
NPM	:	2101051024
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MAN 01 Metro, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "The Use of Inthiq video from Gontor TV to improving students speaking skill".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 15 Mei 2025

Wakil Dekan Akademik dan Kelembagaan,

Mengetahui,
Pejabat Setempat

SUSI MAYA SARI

Dr. Tubagus Ali Rachman Puja Kesuma M.Pd
NIP 19880823 201503 1 007

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1528/In.28/D.1/TL.00/05/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 01 Metro
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1527/In.28/D.1/TL.01/05/2025, tanggal 15 Mei 2025 atas nama saudara:

Nama : **MUHAMMAD ABIZARD**
NPM : 2101051024
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MAN 01 Metro bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 01 Metro, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "The Use of Inthiq video from Gontor TV to improving students speaking skill".

Kami mengharapkan fasilitas dan bantuan Bapak/ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Mei 2025
Wakil Dekan Akademik dan Kelembagaan,

Dr. Tubagus Ali Rachman Puja Kesuma M.Pd
NIP 19880823 201503 1 007

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA METRO
MADRASAH ALIYAH NEGERI 1
Jl. Ki Hajar Dewantara No.110 Kampus 15A Telp/Fax (0725) 45963
*Website :*www.man1metro.sch.id*Facebook* : MAN 1 Metro Lampung

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Nomor   : B-176/Ma.08.01/PP.00.6/05/2025   22 Mei 2025
Perihal : Telah Melaksanakan Research

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di
    Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor: B-1527/In.28/D.1/TL.01/05/2025 perihal permohonan izin research dengan ini kami sampaikan bahwa:

    Nama   : Muhammad Abizard
    NIM   : 2101051024
    Semester   : 8 (Delapan)
    Program Studi   : Tadris Bahasa Inggris

Telah melaksanakan research dalam rangka menyelesaikan tugas akhir/skripsi yang berjudul "The use of Inthiq video from Gontor TV to improving students speaking skill" di Madrasah Aliyah Negeri (MAN) 1 Metro.

Demikian Surat ini kami keluarkan untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Kepala,

Sarjono

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : 1262/In.28.1/J/TL.00/04/2025
Lampiran : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Aisyah Sunarwan (Pembimbing 1)
Aisyah Sunarwan (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**MUHAMMAD ABIZARD**
NPM	:	2101051024
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE USE OF INTHIQ VIDEO FROM GONTOR TV TO IMPROVING STUDENTS SPEAKING SKILL

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
    a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 April 2025
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

Skripsi Muhammad Abizard

by Cek Turnitin

23 Juni 2025

KETUA PRODI TBI

Dr. MUCH DEINIATUR, M.Pd.B.I.
NIP. 19880308 201503 1 006

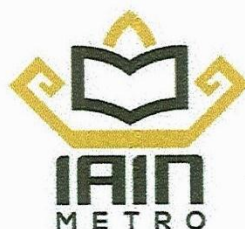**Submission date:** 23-Jun-2025 07:55AM (UTC+0700)
Submission ID: 2704233976
File name: Skripsi_Muhammad_Abizard.docx (110.59K)
Word count: 9534
Character count: 50097

A RESEARCH PROPOSAL

THE USE OF INTHIQ VIDEO FROM GONTOR TV TO

TEACH STUDENTS SPEAKING SKILL

By:

MUHAMMAD ABIZARD

Student Number: 2101051024

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE (IAIN) METRO

1446 H/ 2025 M

Skripsi Muhammad Abizard

CURRICULUM VITAE

 The researcher was born in the village of East Hadimulyo, Metro City, Lampung Province on February 12, 2001, the first daughter of Mr.Tri Pramasetia and Mrs. Erma Alyani. The researcher has a one younger sister named: Nailah Aisyah Putri, the researcher took his first education at TK Aisyah West Hadimulyo and completed it in 2007, then entered elementary school at SDN 05 Centre of Metro and finished in 2013, then entered junior high school at MTs N 01 East Lampung and completed his education in 2016, after that the researcher took upper secondary education at the Darussalam Gontor Modern Islamic Institution at Ponorogo Province and finished in 2020. After that, the researcher continued his studies at the State Islamic Institute (IAIN) Metro, Faculty of Tarbiyah and Teacher Science, Department of English Education (TBI) undergraduate degree in 2021 to obtain a bachelor's degree.