THE EFFECT OF USING ENGLISH LEARNING VIDEO TO IMPROVE SPEAKING ON UNFORGETTABLE EXPERIENCES FOR THE EIGHTH-GRADE STUDENTS AT MADRASAH TSANAWIYAH HASANUDDIN SEMBORO

THESIS

By:

Wardatut Toyyibah

NIM: 212101060024

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

ENGLISH EDUCATION STUDY PROGRAM

ISLAMIC AND LANGUAGE EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF KIAI ACHMAD SIDDIQ JEMBER

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In Partial Fulfillment of the Requirements for Education Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Education and Language Department
English Education Study Program

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NIM: 212101060024

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By:
Wardatut Toyyibah
NIM: 212101060024

Has been approved by Advisor



Moh. Rofid Fitroni, M.Pd.
NIP.199306032023211032

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Islamic Education and Language Department
English Education Department

Day: Tuesday
Date: June, 23th 2026

The Board of Examiners

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Members:

1. Dr. Suparwoto Sapto Wahono, M.Pd)
2. Moh. Rofid Fikroni,M.Pd ( )

Approved by
Dean of Faculty of Tarbiyah and Teacher Training

Dr. H. Abdul Muis, S.Ag., M.Si
NIP. 197304242000031005

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MOTTO

"عَنْ أَنَسِ بْنِ مَالِكٍ رضي الله عنه، أَنَّ النَّبِيَّ ﷺ قَالَ : يَسِّرُوا وَلَا تُعَسِّرُوا، وَبَشِّرُوا وَلَا تُنَفِّرُوا "

“Make things easy and don't make things difficult, give good news and don't make people run away." (HR. Bukhari dan Muslim)*

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* HR. Bukhari No. 69 dan Muslim No. 1734

DEDICATION

I proudly dedicate this thesis to:

1. My beloved parents, my father, Mr. Syaiful Bahri, and my mother, Mrs. Rohimah, who have given me support, motivation, love, encouragement, and prayers for me to complete this thesis.
2. My sister, Naurin Nadifah, and my grandmother, who have encouraged me to do my best, and also my entire family, who have supported me in completing this thesis.

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The researcher realized that this thesis would not be finished without help and guidance from other people. In this opportunity, I would like to say thank you to the following people:

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8. The eighth-grade students of Madrasah Tsanawiyah Hasanuddin Semboro for being cooperative to be my research subject.

The researcher wish Allah SWT gave blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestion for the improvement of this thesis are greatly appreciated.

Jember, 15 May 2026
The writer

Wardatut Toyyibah
212101060024

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ABSTRACT

Wardatut Toyyibah, 2026: *The Effect of Using English Learning Video to Improve Speaking on Unforgettable Experiences for The Eighth-Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro.*

Keywords: English learning video, speaking skill, recount text, unforgettable experiences, quasi-experimental research.

English speaking skills are an important aspect of learning English. However, based on observations at Madrasah Tsanawiyah Hasanuddin Semboro, many eighth-grade students had difficulties in speaking English due to limited vocabulary, inaccurate pronunciation, lack of fluency, and low confidence. In addition, the teaching process was still dominated by conventional methods with limited use of learning media, causing students to be less active in speaking activities. Therefore, English learning videos were introduced as an alternative medium to improve students' speaking skills.

This study aimed to determine the effect of using English learning videos on the speaking skills of eighth-grade students at Madrasah Tsanawiyah Hasanuddin Semboro, particularly in recount text material on the topic "Unforgettable Experiences." The research question was: "Is there a significant effect of using English learning videos on students' speaking skills?"

This study employed a quantitative approach with a quasi-experimental design. The sample consisted of class VIII A as the experimental class and class VIII B as the control class, with 25 students in each class. Data were collected through document review and a speaking post-test assessing pronunciation, fluency, and vocabulary. The data were analysed using normality, homogeneity, and independent sample t-tests through SPSS.

The results of the study showed that the mean difference between the experimental class and the control class was 6.680, which indicated that the speaking ability of students taught using English Learning Video was higher than that of students taught using conventional methods. The results of the Independent Samples t-test showed a significance value (Sig. 2-tailed) of 0.027, which was smaller than 0.05. Thus, H_0 was rejected and H_1 was accepted. This proves that the use of English Learning Video has a significant effect on improving the speaking ability of eighth grade students of Madrasah Tsanawiyah Hasanuddin Semboro. These findings indicate that learning videos are an effective medium to help students improve their pronunciation, fluency, vocabulary mastery, and confidence in communicating using English.

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CHAPTER I

INTRODUTION

A. Background of Research

Speaking skill is a key aspect of English language communication competence because through this skill students can interact, convey ideas, and participate in various international social and academic contexts. At the MTs or Islamic junior high school level, mastery of speaking skill is very important for building basic communication skills that will be used in the next level of education and increasing students' confidence in using English outside the classroom. Related research shows that improving speaking skills has a positive impact on students' fluency, pronunciation, vocabulary, and motivation in learning English.[1] Good speaking skills enable students to use English functionally in real-life situations, not just as theoretical knowledge. This is in line with the communicative approach, which emphasizes the use of language as the primary means of communication foreign language learning.

Speaking is a very important skill in language learning because it is the main means of communication between individuals. In the context of learning English as a foreign language (EFL), speaking is not only defined as the ability to utter words, but also the ability to convey ideas, opinions, and experiences verbally in a way that can be understood by the listener.[2] Moreover, speaking is one of the four language skills most often discussed in research, where mastery

[1] Nguyen Truc Phuong, "Video Recording in EFL Learners' Speaking Skills Development: A Literature Review", Internasional Journal of AI in Language Education, Vol. 1; No. 2;2024.

[2] Amiruddin, et al, "Speaking Skill for English As A Foreign Language In Video-Based Discussion", Indonesian Journal Of Research And Educational Review, Vol 1, no. 3,2022.

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of speaking indicates effective communication skills, including pronunciation, grammar, vocabulary, fluency, and listener comprehension.[3] In the language learning process, speaking ability is often used as a measure of learner success because speaking reflects the actual ability to interact socially with other language user.[4] Speaking is also a productive skill that requires students to simultaneously integrate various linguistic elements, such as vocabulary, grammatical structure, pronunciation, intonation and fluency. as mentioned in the Quran (QS. Ar-Rahman 1–4):

الرَّحْمٰنُ ۙ ﴿١﴾ عَلَّمَ الْقُرْاٰنَ ﴿٢﴾ خَلَقَ الْاِنْسَانَ ﴿٣﴾ عَلَّمَهُ الْبَيَانَ ﴿٤﴾

Meaning: "(Allah) the Most Merciful, who has taught the Qur'an. He created human, and taught them eloquence."

This explains that the ability to speak (al-bayan) is a gift from Allah SWT to human. The ability to speak is an important means of conveying ideas, experiences, and knowledge to others. In English language learning, speaking skills are essential so that students can express their experiences communicatively and confidently. Therefore, the use of learning media such as English videos can help students improve their speaking skills more effectively and engagingly.[5]

Although speaking skills play a very important role, in reality many students experience various difficulties in learning to speak. The research

[3] Ziarahman. A and Feda. M. F, "Exploring the Factors Affecting Learners' Speaking Skill", Journal of English Language Teaching and Applied Linguistics, 26 september 2024.

[4] Ufiyah. A, et al, "Developing the Students' Speaking Skills Trough Impromptu Speech Method", Jurnal Keguruan dan Ilmu Pendidikan (JKIP), Vol 6 No. 2 December 2019.

[5] Kementerian Agama RI. *Al-Qur'an dan Terjemahannya*. Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an, 2019.

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shows that the main difficulties students face in speaking English include limited vocabulary, poor grammar, pronunciation errors, and lack of fluency.[6] In addition psychological factors such as shyness, fear of making mistakes, and low self-confidence are also significant barriers to learning speaking. The lack of opportunities to practice speaking in class and teacher-centered learning methods exacerbate this condition. As a result, students tend to be passive and reluctant to speak English. Therefore, learning media that can create a more interesting, interactive, and communicative learning atmosphere is needed.

To overcome these problems, speaking instruction needs to be conducted through a communicative and interactive approach. Activities such as role-play, discussion, storytelling, and presentations have proven effective in providing students with opportunities to practice speaking repeatedly while receiving feedback from teachers and peers. Teachers act as facilitators who create a supportive learning environment and prepare authentic tasks so that students feel encouraged to speak actively. In addition, the integration of project-based methods, such as creating vlogs or presentations using digital media, has been proven to increase students' motivation and participation in speaking activities.[7]

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The use of learning media is also an important strategy in improving speaking skills. Media such as audio, images, and videos can help create a

[6] Sri Wahyuni and Sri Wahyuni. N, "Analysis of Students' Difficulties in Speaking English (A Case Study at the Tenth Grade Students of MAS Darul Azhar Kutacane)", Jurnal Pendidikan dan Konseling, Vol 5 No. 1, 2023.

[7] Aulia Ikhsan, and Nur Rifai Akhsan, "Improving the Speaking Skills of Junior High School Students Through the Role Play Method", UMJember Proceeding Series (2023) Vol. 2 No 1:343-350.

more realistic communication context and provide rich language input, including examples of intonation, pronunciation, and non-verbal expressions. Through the use of media, students can practice more flexibly because media facilitates repetition, self-assessment, and visual-audio feedback that helps students correct errors in pronunciation and improve fluency.[8] There form it show that consistent use of media can improve speaking learning outcomes compared to conventional.

Among various type of media, video is one of the most effective media in teaching speaking. Video such as YouTube clips, students' assignment recordings, vlogs, and learning video produced by teachers provide real pronunciation models, a variety of communication contexts, and opportunities for students to observe and imitate the language used by native speakers. Video-based activities, including making or recording videos, can also increase student motivation because they can review, edit, and evaluate their own recordings.[9] The use of video-both in the form of video recordings and instructional videos-has a positive effect on students' fluency, vocabulary, pronunciation, and confidence in speaking English.

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Several previous studies have proven the effectiveness of using English learning videos in English language learning to improve students' speaking skills. Research conducted by Riswanto, et all (2022) entitled "The Effect of

[8] Ika Nuriyanti, . "Using Media (Video) to Improve students' Speaking Skill in Study Case: Junior High School", Pubmedia Jurnal Pendidikan Bahasa Inggris Vol: 2, No 1, 2024, Page: 1.8.

[9] Yunnan Concesal and Roslaini, "Learning Speaking English on YouTube Videos: A Study on Students' Perception", JELITA: Journal of English Teaching and Literature Vol: 5, No 1, 2024 Page: 214:225.

the Shaw English Online Channel on the EFL Students' Speaking Ability" stated that the use of the Shaw English Online Channel effectively improved the speaking skills of eleventh-grade students, particularly in asking for and giving opinions. Another study by Asnawi Muslem, et all. 2022 entitled *"*The Effect of English Authentic YouTube Videos on Students' Speaking Skills in Rural School*"* aimed to improve students' speaking skills through authentic English YouTube videos. The results of their study showed significant improvements in students' speaking skills, especially in fluency, vocabulary, grammar, pronunciation, and accuracy. Research conducted by Rai Ayu Dewi, et all. 2025 entitled *"*The Effect of YouTube Video Improve English Speaking Skills of Eighth Grade Students at SMP Negeri 19 Palu*"* aimed to determine the effectiveness of YouTube videos in improving the English speaking skills of eighth-grade students. The findings indicated that the use of YouTube videos significantly improved students' speaking skills, particularly in terms of fluency and comprehensibility. Further research by Supriyani sought to determine the effect of using audio-visual media on improving student learning abilities at MTS Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu. She stated that learning using audio-visual media improves students' speaking skills.[10]

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Previous studies have demonstrated the effectiveness of using video as a learning medium in improving students' English-speaking skills. The findings

[10] Supriyani et al, The Effectiveness Of Audio-Visual Media To Improve Students' Speaking Ability In Madrasah Tsanawiyah (Mts) Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu, JELL (Journal of English Language and literature) STIBA IEC Jakarta Volume 8, Issue 2, September 2023

of previous research consistently indicate that various types of video media, such as YouTube videos, authentic English videos, the Shaw English Online Channel, and audio-visual media, have a significant positive effect on students' speaking performance. These studies revealed improvements in several aspects of speaking, including fluency, pronunciation, vocabulary, grammar, accuracy, and comprehensibility. However, although previous studies have confirmed the effectiveness of video-based learning, there is still limited research that specifically investigates the effectiveness of using English learning videos on the topic of Unforgettable Experiences (recount text) for eighth-grade students in an Islamic junior high school context. Therefore, the researcher conducted an experimental study at Madrasah Tsanawiyah Hasanuddin Semboro, Jember. This school was selected because the researcher found that many students experienced difficulties in speaking English. They tended to feel shy, hesitant, and lacked confidence when expressing their ideas in English due to their limited vocabulary and insufficient speaking practice. The novelty of this study lies in the use of English learning videos specifically designed to teach the topic of Unforgettable Experiences, allowing students to practice speaking by recounting their personal experiences. Through this learning medium, students are expected to receive meaningful and contextual input that encourages them to speak more confidently and actively. Therefore, the researcher was interested in conducting a study entitled “The Effect of Using English Learning Video to Improve Speaking on Unforgettable Experiences for the Eighth-Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro” in order to obtain

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empirical evidence regarding the effectiveness of English learning videos in improving students' speaking skills.

There for speaking skills are an important aspect in English language learning for MTs students because they serve as a means of communication and an indicator of language proficiency. However, many students still experience difficulties in speaking, both linguistically and psychologically, which leads to low participation and self-confidence. Therefore, communicative learning supported by appropriate media, especially videos, is needed to create a more engaging and effective learning environment. Various studies show that the use of videos can improve students' fluency, pronunciation, vocabulary, and motivation. Through the integration of learning videos with the theme of “unforgettable experiences” and storytelling activities, speaking learning is expected to be more meaningful and able to improve students' ability to express their experiences confidently in English.

B. Research Question

Based on the background described above, the problem formulation in this study is as follows: Is there any significant effect of using English learning videos on eighth-grade students' speaking skills at Madrasah Tsanawiyah Hasanuddin Semboro?

C. Research Objective

Based on the formulation of the problem above, the objective of this research is to know the effect of using English learning videos on eighth-grade students' speaking skills at Madrasah Tsanawiyah Hasanuddin Semboro.

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D. Research Significance

1. Theoretical

This study is expected to contribute to the development of English language learning studies, particularly in the area of speaking skills at the junior high school level. This study enriches language learning theory by demonstrating the role of video media in improving students' ability to convey personal experiences (unforgettable experiences) orally. In addition, the results of this study can strengthen the concept of communicative and experience-based learning, which emphasizes the importance of using authentic and contextual media in improving students' speaking competence. This study is also expected to be a reference for future researchers who wish to examine the use of video media in speaking learning in different contexts and levels of education.

2. Practical

a) English Teachers: This research can provide new insights and alternative, innovative and effective teaching methods in utilizing instructional videos to improve students' speaking skills.

b) Students: This research is expected to help eighth-grade students improve their English-speaking skills and increase their motivation and interest in learning through engaging media that is relevant to their daily lives.

E. Research Scope

The results of this thesis only focus on examining the effectiveness of using English learning videos in influencing the speaking skills of eighth-grade

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students on the topic of ″Unforgettable Experiences.″ This research does not aim to develop or create new learning media but rather utilizes existing English learning videos as the treatment media. Moreover, this research is not designed to improve students' speaking skills comprehensively, but only to determine whether the use of English learning videos is effective in the learning context. The subjects of this study are limited to eighth-grade students at Madrasah Tsanawiyah Hasanuddin Semboro. In assessing students' speaking performance, this study only focuses on three aspects: fluency, pronunciation, and vocabulary. These aspects were selected because they represent the most observable and relevant indicators for evaluating students' oral performance after the treatment. Furthermore, they are considered sufficient to measure the impact of English learning videos on students' speaking ability within the limited duration and scope of this experimental research, while other speaking components, such as grammar and comprehension, are beyond the focus of this study.

F. Research of Key Terms

1. English Learning Video

In this research, English learning video are used as instructional media taken from YouTube to support students' speaking skill. The selected video focus on the theme "Unforgettable Experiences" and provide examples of people recounting personal stories in English with proper pronunciation, vocabulary, and sentence structure. These videos serve as speaking models, helping students learn how to pronounce words correctly, use appropriate

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vocabulary, construct coherent sentences, and speak fluently. After watching, students imitate the speaker's way of speaking and practice by retelling their own memorable experiences based on the examples provided.

2. Speaking

Speaking in this research refers to students' ability to orally present their personal experiences in English. In includes aspects such as fluency, pronunciation, vocabulary use, and grammatical accuracy. The activity begins with an introduction to the learning objectives and the theme Unforgettable Experiences, followed by watching YouTube video as a model. Students observe how the s peaker delivers the story, then write own experiences to organize ideas. Finally, they present their stories orally in front of the class as individual monologues. This process aims to improve students' confidence, fluency, and overall speaking ability through the integration of video modelling and direct practice.

G. Hypothesis

A hypothesis is a tentative assumption formulated by a researcher based on theory, previous research findings, and a pre-established conceptual framework. A hypothesis serves as a tentative answer to the research question and will later be tested for validity through data collection and analysis. In quantitative research, a hypothesis serves to explain the relationships between variables in a logical and systematic manner, thereby providing the research with a clear direction. Hypotheses are a crucial component of research as they serve as a guide in the data testing process and the drawing of research

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conclusions.[11] Additionally, Haura Hanifah et all explain, that hypotheses must be formulated based on theoretical reviews and relevant research, not merely on the researcher's personal assumptions. [12] The hypothesis in this research is:

- H_0 (Null Hypothesis): The use of English learning videos has no effect on improving the speaking skills of students at Madrasah Tsanawiyah Hasanuddin Semboro.
- H_1 (Alternative Hypothesis): The use of English learning videos has an effect on improving the speaking skills of students at Madrasah Tsanawiyah Hasanuddin Semboro.

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[11] Jim Hoy Yam and Ruhiyat Taufik, Hipotesis Penelitian Kuantitatif, Jurnal Ilmu Administrasi, Vol. 3, No. 2, 2021.

[12] Haura Hanifah et al, Landasan Teori, Penelitian Relevan, Kerangka Berpikir dan Hipotesis Pendidikan, Jurnal Pendidikan Islam, Vol. 3, No. 2, April 2025.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

There are some previous studies relevant to this research topic:

1. An article was written by Riswanto, et all. 2022, entitled “The Effect of The Shaw English Online Channel on the EFL Students’ Speaking Ability”.[14] This study aimed to determine the effectiveness of using YouTube videos from the "Shaw English Online Channel" on the speaking ability of EFL students, specifically regarding the topic of asking for and giving opinions. The study employed a quantitative method with a quasi-experimental design, involving 70 eleventh-grade students from MAN 2 Bengkulu Utara. divided into an experimental group of 35 students and a control group of 35 students. Data were collected through oral tests that are pre-test and post-test and subsequently analysed using SPSS 26. The results showed that the mean score of the experimental group increased from 68.91 in the pre-test to 78.51 in the post-test, whereas the control group's score rose only from 71.54 to 74.17. These findings demonstrate that using YouTube videos from the Shaw English Online Channel, combined with a role-play strategy, is more effective than conventional instruction in improving students' speaking skills. The instructional videos helped students enhance their pronunciation, vocabulary mastery, grammar, and fluency, while also boosting their motivation and active participation during the learning process.

[14] Riswanto et all, The Effect of The Shaw English Online Channel on The EFL Students’ Speaking Ability, JOALL (Journal of Applied Linguistics and Literature), Vol. 7, No. 1, February 2022.

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2. An article was written by Asnawi Muslem et all. 2022 entitle “The Effect of English Authentic YouTube Videos on Students’ Speaking Skills in Rural School”.[15] This study aims to determine the effectiveness of using authentic English-language YouTube videos in improving students' speaking skills, specifically regarding fluency, vocabulary, grammar, pronunciation, and accuracy. Employing a quantitative method with a true experimental design, the study involved 50 seventh-grade junior high school students in Aceh as the sample, comprising 30 students in the experimental group and 20 in the control group. Data were collected through pre-tests and post-tests and subsequently analysed statistically to compare the results of both groups. The findings indicate that the experimental group's mean score increased significantly from 62.75 in the pre-test to 83.83 in the post-test, while the control group's score rose from 55.50 to 71.12. Improvements were observed across all aspects of speaking skills; accuracy showed the greatest improvement, followed by pronunciation, fluency, grammar, and vocabulary. The study concludes that the use of authentic English-language YouTube videos is effective for enhancing students' speaking skills, as these videos provide authentic pronunciation models from native speakers, enrich vocabulary, improve grammar, boost fluency, and help students speak with greater accuracy and confidence.
3. An article was written by Supriyani et al. 2023, entitled “The Effectiveness of Audio-Visual Media to Improve Students' Speaking Ability in Madrasah

[15] Asnawi Muslem, et all. The Effect of English Authentic YouTube Videos on Students’ Speaking Skills in Rural School, Journal of Education Technology, Vol. 6, No. 3, 2022.

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Tsanawiyah (MTS) Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu."[16] This study aims to determine speaking ability, fluency, and the effectiveness of using audio-visual media in improving students' speaking ability. The method used is a quantitative pre-experimental design (one group pre-test and post-test design). The results of this study indicate that audio-visual media are effective in improving students' speaking skills. These audio-visual media are able to improve students' fluency, pronunciation, and confidence in speaking English.

4. An article was written by Rai Ayu Wilena Dewi et all. 2025, entitle "The Effectiveness of YouTube Video to Improve English Speaking Skills of Eighth Grade Students at SMP Negeri 19 Palu."[17] This study aims to determine the effectiveness of using YouTube videos in improving the speaking skills of eighth-grade students at SMP Negeri 19 Palu, focusing on the aspects of fluency and comprehensibility. The study employs a quantitative method with a quasi-experimental design involving two groups: an experimental class taught using YouTube videos and a control class taught using conventional methods. The results indicate that the use of YouTube videos is more effective than conventional methods in enhancing students' speaking skills. The effectiveness of YouTube videos is demonstrated by improvements in speaking fluency, comprehensibility, pronunciation, and

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[16] Supriyani et al, The Effectiveness Of Audio-Visual Media To Improve Students' Speaking Ability In Madrasah Tsanawiyah (Mts) Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu, JELL (Journal of English Language and literature) STIBA IEC Jakarta Volume 8, Issue 2, September 2023.

[17] Rai Ayu Dewi, et all. The Effectiveness of YouTube to Improve English Speaking Skills of Eighth Grade Students at SMP Negeri 19 Palu, Journal on Interdisciplinary Studies in Humanities, Vol. 8, No. 3, 2025.

vocabulary mastery, as well as increased student confidence and motivation, resulting from learning through authentic, engaging, and interactive communication examples.

Table 2.1
Similarities And Differences of Previous Research

NO	Research Tittle	Result	Similarities	Differences
1.	Riswanto, Anita, Kasmaini, Anisa Imelda an article 2022 entitled "The Effect of The Shaw English Online Channel on The EFL Students' Speaking Ability"	The results obtained were used to determine whether there was an effect given by variable x to variable v. In conclusion, the use of learning strategies using media from the Shaw English Online Channel is effective to improve students' speaking skills in asking questions and giving opinions to	This study shares similarities with previous research: both examine the impact of using YouTube-based English learning videos on students' speaking skills, and aim to determine the effectiveness of using such videos to improve students' speaking abilities.	Previous research utilized the Shaw English Online Channel as a learning medium combined with a role-play strategy, focusing on the topic of asking for and giving opinions and was conducted online via WhatsApp. The present study uses English learning videos as the learning medium without

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NO	Research Tittle	Result	Similarities	Differences
		eleventh-grade sciences students at Islamic Senior High School 2 North Bengkulu, the academic year 2021.		combining them with any specific learning strategy. The material covered is "Unforgettable Experiences" (recount text) within a face-to-face learning setting.
2.	Asnawi Muslem, Ika Apriani Fata, Windy Ila Saputri, an article 2022,"The Effect of English Authentic YouTube Videos on Students' Speaking Skills in Rural School"	Previous research indicates that the use of authentic English YouTube videos is effective in improving students' speaking skills. Improvements were observed across all aspects of speaking—namely	The previous research and the current research investigate the effectiveness of using video as an English learning medium on students' speaking skills; both employ a quantitative approach with an	Previous studies have utilized authentic English YouTube videos as learning media for descriptive text material; in contrast, this study employs English learning videos for the topic of "Unforgettable Experiences" (recount

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NO	Research Tittle	Result	Similarities	Differences
		fluency, vocabulary, grammar, pronunciation, and accuracy—with accuracy showing the most significant improvement. These findings support the conclusion that YouTube videos can serve as an effective learning medium for enhancing students' English-speaking abilities.	experimental design and aim to determine whether the use of video has a significant impact on students' speaking abilities.	text) and focuses specifically on the effectiveness of using such videos to enhance students' speaking skills.
3.	Supriyani, Mar'atus Sholikhah, Kunah an article 2023	The results of this study showed the average score of students was 55,5	The previous research and the current research both examine speaking	The previous used audio-visual video in general, while current research uses English

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NO	Research Tittle	Result	Similarities	Differences
	entitled “The Effectiveness of Audio-Visual Media to Improve Students’ Speaking Ability in Madrasah Tsanawiyah Ma’arif Miftahul Huda Lempuyang Anjatan Indramayu”	after being given treatment, there was a significant change in the improvement, the average score of students was 71. Improved learning outcome after using audio-visual media by 15,5 %. From this research, it can be concluded that there is effectiveness in using audio-visual media to improve students’ speaking ability.	skills as English abilities that need to be improved in Mts students’, and both used learning video as independent variables in their research.	learning video, and previous researvh used experimental to compare audio-visual media with conventional methods, while current research emphasizes the learning video on improving speaking skills.
4.	Rai Ayu Dewi, Hesti, Grace Novenasari	The results of this study indicate that the use of YouTube	The previous research and the current study share	Previous research utilized YouTube videos as a learning

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NO	Research Tittle	Result	Similarities	Differences
	Manurung, an article 2025 “The Effect of YouTube Video Improve English Speaking Skills of Eighth Grade Students at SMP Negeri 19 Palu”	videos is effective in improving students' English speaking skills. This is evidenced by the higher post-test scores in the experimental group compared to the control group, as well as a significant difference (p = 0.001). Improvements in speaking skills were particularly evident in the areas of fluency and comprehensibility; therefore, YouTube	similarities: they examine the effectiveness of using English learning videos as a medium to improve the speaking skills of eighth-grade students, employ quantitative methods with an experimental design, and aim to demonstrate that the use of learning videos has a significant impact on students' speaking skills compared to conventional teaching methods.	medium focusing on fluency and comprehensibility and employed a quasi-experimental design analyzed via the Wilcoxon Signed-Rank Test and Mann-Whitney U Test due to the non-normal distribution of the data; the video content covered various topics such as describing friends, daily routines, introducing family members, conversations, and asking for and giving opinions. In contrast,

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NO	Research Tittle	Result	Similarities	Differences
		videos are recommended as an effective and engaging instructional medium for teaching speaking.		the present study employs English learning videos specifically targeting the topic of "Unforgettable Experiences" (recount text) and focuses on the effectiveness of these videos in enhancing students' speaking skills regarding that specific learning topic.

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Based on Table 2.1 summarizing previous research indicates that the use of video as a learning medium is effective in enhancing students' speaking skills. However, those studies differ from the present research in terms of the types of videos used, learning topics, instructional strategies, and data analysis techniques. This study specifically focuses on the use of English learning videos without combining them with any specific instructional strategy to

improve the speaking skills of eighth-grade students regarding the topic "Unforgettable Experiences." Consequently, this study is expected to provide empirical evidence regarding the effectiveness of English learning videos within a more specific learning context and to complement findings from earlier research.

B. Theoretical Review

1. Teaching of English

Teaching English is a planned and systematic process of guiding students to master English as a foreign language (EFL), which includes the ability to understand and use English orally and in writing in accordance with social and academic contexts. English language teaching does not only focus on mastering language structures, but also on the ability to communicate meaningfully. Thus, teaching English emphasizes a balance between linguistic competence and communicative competence. In the context of EFL, such as in Indonesia, English language teaching aims to help students use English as a means of communication, not merely as knowledge about the language.[18]

The goal of teaching English is to develop students' communicative competence, which includes: the ability to understand meaning (listening and reading), the ability to convey ideas (speaking and writing), the appropriate use of language according to context, and confidence in communicating. Modern English language teaching must be oriented towards the use of language in real

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[18] Faisal, Communicative Competence: Its Implications for English-as-a-Foreign-Language Teachers in Indonesia, Jurnal Varidika Vol. 37 No. 1, 2025.

situations, not just the memorization of grammar rules.[19] The modern English language teaching must be oriented towards the use of language in real situations, not just the memorization of grammar rules. Teaching English means teaching several components, that is: Listening (in teaching this helps students recognize pronunciation, intonation, and meaning), Writing (the ability to convey ideas in writing with appropriate structure and vocabulary.), reading (this focuses on understanding written text, including finding main ideas, detailed information, and implied meaning), and speaking (speaking instruction aims to develop fluency and accuracy). In addition to skills, teaching English also includes the following language components: Grammar teaches the rules of sentence formation so that messages can be conveyed clearly and correctly, Vocabulary is the collection of words needed to understand and express meaning. Pronunciation includes the pronunciation of sounds, word stress, and intonation so that speech can be understood well, and Spelling is important in writing skills to avoid errors in meaning.[20]

2. Teaching Speaking

a) Speaking Skill

Speaking skills are a person's ability to express ideas, thoughts, feelings, and information verbally in English for the purpose of communicating effectively. Speaking is an active skill that involves choosing vocabulary, language structures, and using appropriate intonation and pronunciation so that

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[19] Richard and Rodgers', Approaches and Methods in Language Teaching, book review, 2014.

[20] Shiva Masoumparast, The Role of Teachers' Emotional Intelligence and Self-Efficacy in Decreasing Students' Separation Anxiety Disorder, Internasional Education Studies, Vol. 9 No. 4 2016.

the message can be understood by the listener. This skill includes several main components, namely fluency, accuracy, pronunciation, vocabulary, grammar, and pragmatic competence (the ability to use language according to social and cultural contexts). In addition, Penny Ur emphasizes that speaking does not only focus on language form, but also on conveying meaning in real situations.[21] In the context of English language learning, speaking skills play an important role as a tool for social and academic interaction, such as in discussions, presentations, and question and answer sessions in class. However, many students face challenges in mastering speaking, such as lack of confidence, limited vocabulary, fear of making mistakes, and lack of practice opportunities. Therefore, according to Michael Bygate, speaking instruction needs to be designed systematically so that students can practice continuously and meaningfully.

b) Principles in Teaching Speaking

Principles in teaching speaking emphasize that learning should be oriented towards the needs and activity of students, as well as encouraging the use of language in real communication contexts. According to Jack C. Richards and Theodore Rodgers effective language teaching needs to focus on student-cantered learning, communicative use of language, and providing ample opportunities for practice.[22] This principle is in line with the Communicative Language Teaching (CLT) approach, which emphasizes that the main objective of speaking learning is the ability to convey meaning accurately in social and

[21] Penny Ur, A Course in Language Teaching: practice and theory.

[22] Richard and Rodgers', Approaches and Methods in Language Teaching, book review, 2014.

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academic situations.[23] In addition, speaking teaching must also provide constructive feedback so that students can correct errors in pronunciation, grammar, and vocabulary without losing confidence. The integration of speaking skills with listening, reading, and writing is also an important principle, as speaking skills develop through the process of understanding language input and systematically processing ideas. In line with the concept of communicative competence, speaking instruction emphasizes not only the accuracy of language structure, but also the appropriateness of language use in social and cultural contexts, so that students are able to communicate effectively and meaningfully.

3. Teaching Speaking by Using Media

Learning media are all forms of tools, means, or intermediaries used to convey learning messages from teachers to students so as to stimulate students' minds, feelings, attention, and interest in learning. Learning media functions as a tool to clarify material, increase learning motivation, and create more effective learning.[24] In English language learning, especially speaking, media is very important because it can provide context, real examples, and communication stimuli. Meanwhile, teaching speaking by using media is the process of teaching speaking skills by utilizing various learning media to help students understand the context of speaking, develop ideas, increase vocabulary, improve confidence, and practice fluency and accuracy in

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[23] Michael Canale and Merrill Swain, Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing, Applied Linguistics, 1 (1980).

[24] Arsyad, media pembelajaran, 2011 https://adoc.pub/references-arsyad-azhar-2011-media-pembelajaran-jakarta-pt-r.html

speaking. The use of media in speaking learning can create a more authentic and interesting communication situation for EFL students.

There are several types of media in teaching speaking that can be classified as follows:

a. Visual Media

Visual media are media that rely on the sense of sight. Examples include pictures, photos, flashcards, posters, comics, and PowerPoint slides. The role of visual media in teaching speaking is to help students develop speaking ideas, describe objects, and compose stories. With pictures, students find it easier to express their ideas verbally. Images can be effective stimuli for speaking activities because they provide a clear and interesting context.[25]

b. Audio Media

Audio media is media that relies solely on the sense of hearing. Examples of audio media include recorded conversations, English songs, podcasts, and audio dialogues. The role of audio media in teaching speaking helps students imitate pronunciation, intonation, and word stress. In addition, audio media can improve students' ability to respond verbally.

c. Audiovisual Media

Audiovisual media are media that involve both sight and hearing simultaneously. Examples include educational videos, short films, YouTube videos, animations, and dialogue videos. The role of audiovisual media in

[25] Delfia Herwanis et al, EFL Learners' Ability in Learning Speaking Skills Through Digital Media, Jurnal PAJAR (Pendidikan dan pengajaran), Vol. 9 No. 2 March 2025.

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teaching speaking is to provide authentic examples of speech, showing facial expressions, body language, and social context in communication. Audiovisual media is very effective in improving speaking skills because it provides a more realistic learning experience.[26]

d. Digital Media and Technology

Digital media is technology-based media that is widely used in modern learning. Examples of digital media include language learning applications, YouTube, Google Classroom, Zoom/Google Meet, and social media. The role of digital media in teaching speaking allows students to practice speaking interactively, independently, and flexibly. Videos and online platforms also provide broader exposure to the English language. According to Chapelle, technology can improve the quality of language learning if used appropriately.[27]

4. Teaching speaking by using video

Video is an audiovisual medium, which is a learning medium that combines visual elements (images, movement, expressions) and audio elements (sounds, dialogue, intonation). As a language learning medium, video presents the use of language in a realistic and contextual manner. Video is a multimedia medium because it conveys information through two main channels, that is visual and auditory, thereby enhancing students' understanding and retention of learning. In speaking lessons, videos serve as a source of authentic language

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[26] Angeli Shela Rossa, et al, Analysis of Teaching Speaking Through Audio-Visual Methods at Jitjongrak School, Krabi, Thailand, JP (jurnal Pendidikan): Teori dan Praktik, Vol. 10 No. 1 April 2025.

[27] Carol A. Chapelle, English Language Learning and Technology, book language learning and language teaching, 2003.

input because they show how native speakers or competent speakers speak in real contexts. In terms of classification, videos fall under the categories of moving audiovisual media, multimedia, and technology/digital-based media. Educational videos have advantages because they show language in a social context complete with facial expressions, body language, and communication situations.

Teaching speaking using videos is a process of teaching speaking skills by utilizing videos as the main stimulus to encourage students to produce spoken language.[28] Through videos, students not only hear English, but also see how the language is used in real interactions. This helps students understand meaning, usage of expressions, and communication context. Video media has several superior characteristics that support this process, including: authenticity, because it presents language used in real situations; contextuality, which directly displays the atmosphere and circumstances during the communication; multimodality, which combines sound and visual elements; appeal, which can attract students' interest and attention; and flexibility, because it can be replayed at any time as needed.[29] Videos can improve language comprehension and production because they provide a more complete context than audio media alone.

5. Teaching of Recount Text

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[28] Zaitun et al, The Effectiveness of Online Instructional Videos in Teaching Students' Speaking Skill, ELTIN Journal, Vol. 9 No.2, October 2021.

[29] Nguyen Truc Phuong, Video Recording in EFL Learners' Speaking Skills Development: A Literature Review, Internasional Journal of AI in Language Education, Vol. 1 No. 2, 2024.

Recount text is type of text used to retell experiences or events that have occurred in the pas in a coherent and chronological manner. The main purpose of recount text is to provide information or entertain readers through the experiences of the writer or other people. In learning English, recount text is one of the important materials because it helps students understand the use of past tense and develop the ability to organize events systematically. According to Lutfi Saksono, a recount text is a text that tells events in the past and is usually arranged based on the chronological order of events.[30] Meanwhile in other research, recount text is included in the main material in learning English in junior high schools because students are expected to be able to write personal experiences in a structured manner.[31]

Recount text has three main structures that are orientation; the opening section that introduces who, when, and where the events took place, events; the main part that tells a series of events chronologically, and re-orientation; the closing part that contains conclusions, comments, or the author's feeling about the experience. Recount text also has language features in every sentence that are using simple past tenses, using action verbs like went, visited, and played, using time connectives like then, after that, finally, and using adverbs of time like yesterday, last week, and two days ago. According Ni Kadek Heny Sayukti and Eri Kurniawan, the use of appropriate text structure and language features

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[30] Lutfi Saksono, Write Recount Text Learning Using a Genre-Based Approach in German Literature Class, IJORER: Internasional Journal of Recent Educational Research, Vol. 3, No. 4, July 2022, 403-413.

[31] Dini Amartya, et al, Recount Text in EFL Vocational School: A Thematic Structure Analysis, Elsya: Journal of English Language Studies, Vol. 4, No. 3, October 2022, 290-297.

is very important so that the recount text can be understood well by the reader.[32]

Teaching of recount text refers to the process of teaching students how to understand and produce a text that retells past events or experiences in chronological order. In English language teaching, recount text is one of the text types taught at the junior high school level because it helps students develop their writing and speaking skill through retelling personal experiences, historical events, or factual occurrences.[33] A recount text aim to provide information or entertain readers by presenting a series of events that occurred in the past. Therefore, in the teaching process, students need to clearly understand the text structure so they can organize the story coherently and logically. The general structure of a recount text consists of orientation, events, and reorientation.

Besides understanding the structure, teaching recount text also emphasize mastery of linguistic features such as the use of the simple past tense, action verbs, time connectives, and personal pronouns. Mastery of these linguistic aspects is essential for students to be able to convey past experiences clearly and accurately.[34] In the learning process, teachers can use various strategies such as brainstorming, discussions, writing exercises, and learning

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[32] Ni Kadek. H. S and Eri Kurniawan, An Analysis of Student's Recount Text in Systemic Functional Linguistic Perspectives, RETORIKA: Jurnal Ilmu Bahasa, Vol. 4, No. 1, April 2018, 53-59.

[33] Hendriwanto and Susis Ratna S, English Teaching Materials foe Teaching Recount Text: A Design and Students'Reflection, Academic Journal PERSPECTIVE: Language, Educational and Literature, Vol. 6, Mei 2018.

[34] Qudwatin Nisak M. Isa, et al, An Analysis of Acehnese EFL Students' Grammatical Errors in Writing Recount Text, Englisia , Vol. 5, No. 1, November 2017.

media such as pictures or videos. This aims to help students develop ideas. The use of appropriate strategies and media has been proven to improve students' ability to understand and produce recount text more effectively.

6. Teaching Recount Text by Using Video

The use of videos in teaching recount texts is an effective learning tool to help students understand English language material, particularly in speaking and writing skills. Videos serve as an audiovisual medium capable of presenting information in a more engaging way because they combine visual elements, sound, movement, and real-life context in the learning process. In recount text instruction, videos can help students understand the plot, sequence of events, vocabulary usage, pronunciation, and the use of the simple past tense, which is a key characteristic of recount texts. According to Permatasari, Ratminingsih, and Pratiwi, the use of animated learning videos in recount text instruction can enhance students' attention and comprehension of the material because students can directly visualize the story or experience depicted through the video.[35] Video media helps students understand the generic structure of recount texts which consists of orientation, events, and re-orientation more clearly and systematically.

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The use of videos in teaching recount texts can boost student motivation and participation throughout the learning process. Videos make students more interested in paying attention to the material because learning is not limited to the teacher's explanations and textbooks. Awalia and her friends

[35] Ayu Agung Bintang. P, et al, Animated Learning Video as a Supplementary Media in Teaching Recount Text, Journal Pendidikan Bahasa Inggris Undiksha, Vol. 10, No. 2, 2022, 119-127.

explain that the use of video blogs uploaded to YouTube has a positive impact on students' spoken recount text skills. Students become more active and enthusiastic about recounting their experiences because they gain real-life examples from the videos they watch.[36] Additionally, the use of videos helps students enrich their vocabulary and improve their pronunciation through the audio they listen to during lessons. The use of videos in teaching recount texts also offers numerous benefits for students, both in improving their speaking and writing skills

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[36] Awalia Rizki Novita, et al, The Use of Video Blog Posted in YouTube for Teaching Spoken Recount Text, JSRET: Journal of Scientific Research, Education, and Technology, Vol. 2, No. 2, June 2023.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, researcher used a quantitative approach with a quasi-experimental research design. Quasi-experimental research involves treatment, outcome measurement, and experimental units, but does not apply random assignment to form comparison groups in order to analyze changes resulting from treatment.[37] Quasi-experimental research is a type of quantitative research design that aims to observe the effect of a treatment on a dependent variable, but does not use random assignment of participants to experimental and control groups as in a true experiment.[38] Meanwhile, a quantitative approach is a research method that studies a specific population or sample by collecting data through research instruments. The data is analyzed statistically or quantitatively to test previously formulated hypotheses.[39] In this research, the researcher discussed about the effect of using English learning video to improve speaking on unforgettable experiences for the eighth-grade students at Madrasah Tsanawiyah Hasanuddin Semboro.

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The researcher chose a quasi-experimental design because this design was considered appropriate for measuring the effect of English learning videos on students' speaking skills in a real classroom setting. The researcher could

[37] Irfan Abraham dan Yetti Supriyati, "Desain Kuasi Eksperimen Dalam Pendidikan: Literature Review," (Jurnal Ilmiah Mandala Education, vol. 8, no. 3, 2022), 2477-2478.

[38] Gisela Anantasia, "Metodologi Penelitian Quasi Eksperimrn", Journal of Education, Vol 5 No. 2 April 2025, page 183-192.

[39] Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, dan R&D," (Bandung: Alfabeta, 2013), 8.

compare the improvement of students' speaking skills between the experimental class and the control class through document review and post-test results. In addition, the use of a quantitative approach enabled the researcher to analyze the data objectively using statistical calculation in order to determine whether the use of English learning videos gave a significant effect on students' speaking achievement. Therefore, this research design was expected to provide accurate and reliable results regarding the effectiveness of English learning videos in improving students' speaking skills.

B. Population and Sample

1. Population is a generalization area consisting of object or subject that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn.[40] The population in this study is the 8th grade students at Madrasah Tsanawiyah Hasanuddin Semboro consists of 3 classes. The research would be conduct in the second semester of the 2025/2026 academic year. The researcher chose Madrasah Tsanawiyah Hasanuddin Semboro as the research site because, based on preliminary observation, the process of teaching English speaking skills in this school still faced several challenges, many students lack confidence in speaking English, have difficulties in expressing their ideas, and tend to be passive during the learning process. In addition, the teaching method used in the classroom is still relatively conventional, and the teacher had not yet implemented learning media such as visual or audio media in teaching speaking. Therefore, the

[40] Sugiyono, "Metode Penelitian Pendidikan Kuantitatif, Kualitatif, Dan R&D," (Bandung: Alfabeta, 2016), 80.

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researcher attempted to use English learning video as a learning media to determine whether its use is effective or not and to identify its impact on students' speaking ability.

2. The sample consisted of eighth-grade Madrasah Tsanawiyah students selected based on school recommendations. The researcher chose two classes, 8A and 8B, because these classes have relatively homogeneous English language abilities and have never received intensive speaking lessons using video media. This sample selection aims to clearly determine the effect of using English learning videos on students' speaking skills, especially on the topic of unforgettable experiences. In addition, students have studied materials related to "Unforgettable Experiences" or recount texts in their English subjects. Therefore, students are considered appropriate participants for this study because they already have basic knowledge of the material, making it easier for researchers to measure the effectiveness of English learning videos in improving their speaking skills.

C. Data Collection Techniques and Instruments

1. Document Review

Document review is a data collection technique that involves analyzing existing documents. In this study, document review was used to obtain baseline data on students' speaking abilities before treatment. This data was obtained from student report cards provided by English teachers. Through document analysis, researchers were able to determine students' initial abilities and ensure that the experimental and control classes had

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relatively equal conditions before the treatment was administered. The use of document review in educational research is considered effective because it allows researchers to obtain authentic, systematically documented data.[41] Furthermore, this technique can help researchers understand the initial conditions of research subjects without directly influencing the ongoing learning process.

2. Test

Testing is a data collection technique used to measure students' abilities after treatment is administered. In this study, the test used was a post-test speaking test given to students after the learning process was completed. The purpose of the post-test was to determine the effectiveness of using English learning videos on students' speaking skills. The post-test results from the experimental class were then compared with the post-test results from the control class to determine whether there was a significant difference in speaking ability between the two groups.

The instrument used was a speaking test with an assessment rubric adapted from the English Teacher's Guide for Nusantara Grade VIII. The researcher modified the rubric to suit the research needs.[42] The assessment was conducted analytically, taking into account several aspects of speaking ability, such as pronunciation, vocabulary, and fluency. The use of an

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[41] Umut Birkan Ozkan, Validity and Reliability in Document Analysis Method: A Theoretical Review in The Context of Educational Science Research, The Journal of Buca Faculty of Education, 2023. 823-848.

[42] Ika Lestari Damayanti dkk., *Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII* (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022), hlm. 59.

analytical rubric allows for a more objective and detailed assessment because each component of speaking ability is assessed separately, resulting in a more accurate depiction of student abilities.

The assessment criteria for each aspect are as follows:

Table 3.1
Assessment Adapted from the English for Nusantara Teacher's Guidebook

Aspect	Score	Description
Pronunciation	1	The pronunciation is unclear; it's hard to understand.
	2	The pronunciation is decent; it's often hard to understand.
	3	The pronunciation is good; most of it is easy to understand.
Fluency	1	Has big difficulty on conversation; seems hesitant.
	2	Communicate fluently although there is a little difficulty; occasionally hesitates.
	3	Communication fluently; rarely hesitates.
Vocabulary	1	Use vocabulary that is not appropriate for the task.
	2	Use a fairly vocabulary diverse vocabulary.
	3	Use a fairly diverse vocabulary and chosen quite appropriately.

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Based on Table 3.1 presents a speaking assessment rubric adapted from the English for Nusantara Teacher's Guidebook. This rubric is used to evaluate

students' speaking skills based on three key aspects: pronunciation, fluency, and vocabulary. These aspects were selected because they are the most relevant components for measuring the speaking proficiency of eighth-grade junior high school students, aligning with the learning objectives for the "Unforgettable Experiences" unit. Each aspect is assessed individually, allowing the results to provide a more objective and comprehensive picture of the students' abilities.

The assessment uses a three-point rating scale, consisting of 1 (poor), 2 (good), and 3 (very good). A score of 1 indicates that students demonstrate limited speaking ability in the assessed aspect, a score of 2 reflects satisfactory performance with minor difficulties, and a score of 3 indicates that students perform well and meet the expected level of proficiency. By using only three levels, the rubric simplifies the scoring process while maintaining consistency and reliability in evaluating students' oral performance. The researcher did not use the assessment rubric by H. Douglas Brown because the descriptions of the assessment criteria tend to be more complex and are intended for higher proficiency levels, making them less suitable for junior high school students. Therefore, the use of this adapted rubric is expected to provide assessment results that are more accurate, proportional, and reflect students' actual abilities. Additionally, the use of the assessment rubric aims to ensure that the evaluation process is conducted objectively, systematically, and consistently. Testing techniques as a data collection tool are considered effective in experimental research because they provide quantitative data that can be statistically analysed to test research hypotheses.

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3. Data Analysis

1. Normality Test

The data normality test is a basic requirement that must be met in parametric analysis. Normality test is useful to find out whether the sample taken from the population is normally distributed or not. If the research data is normally distributed, the test can use parametric analysis techniques. However, if the data is not normal then use non-parametric statistical techniques. In SPSS the normality test that is often used is the Lilliefors (Kolmogrov-Smirnov) method with the following conditions:

a. If the significant value is > 0.05 then the data is normally distributed.

b. If the significant value is <0.05, then the data is not normally distributed.

2. Homogeneity Test

The homogeneity test is used to test whether several research groups have the same variance or not in other words, homogeneity means that the data groups that we will examine have the same character. This homogeneity test is carried out as a prerequisite test in conducting an Independent Sample t-Test analysis. The hypothesis of testing homogeneity of variance will be carried out using SPSS Statistic software using the Levene test.

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With the homogeneity test decision making criteria as follows:

a. If the significant value (p) < a (0.05) then Ho is rejected, that is, the data between groups is not homogeneous.

b. If the significant value (p) ≥ a (0.05) then H is accepted, that is, the data between groups is homogeneous.

3. Independent Sample t-Test

In this research, the hypothesis will be testing using the Independent Sample t-Test because the data will obtain from two independent groups. This test used to determine whether there is a significant difference between: The post-test scores of the experimental class and the post-test scores of the control class (without using English learning videos). The Independent Sample t-Test is appropriate for this research because it compares the mean scores of two different groups to determine the effect of a particular treatment. In this study, the experimental class received treatment through the use of English learning videos, while the control class was taught using conventional teaching methods. By comparing the post-test results of both classes, the researcher could identify whether the use of English learning videos significantly improved students' speaking skills.

Formula of t-Test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

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- $\bar{X}_1$= Mean score of the experimental group
- $\bar{X}_2$= Mean score of the control group
- S_1^2= Variance of the experimental group
- S_2^2= Variance of the control group

- N_1= Number of students in the experimental group
- N_2= Number of students in the control group

However, in this study, the calculation will be conducting using SPSS software to obtain more accurate results. Decision Criteria:

- If Sig. (2-tailed) > 0.05, H_0 is accepted and H_1 is rejected.
- If Sig. (2-tailed) ≤ 0.05, H_0 is rejected and H_1 is accepted.

If H_1 is accepted, it can conclud that using English learning videos has a significant effect on improving students' speaking ability in learning "Unforgettable Experiences".

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

1. Description of Research Objective

The research was conducted at Madrasah Tsanawiyah Hasanuddin. This Madrasah Tsanawiyah is a private school located on Pelita street (in front of the village head's office) in Sidomekar, Semboro district, Jember, East Java. The school was established on August 19, 1986. As an educational institution under the ministry of religious affairs, Madrasah Tsanawiyah Hasanuddin is committed to providing quality education for its students. Madrasah Tsanawiyah Hasanuddin hold an A accreditation, demonstrating its high-quality education that meets national standards.

In the learning process, particularly in English, this school has one English teacher who teaches all classes. Based on observations and initial interviews conducted by researchers, English learning at Madrasah Tsanawiyah Hasanuddin is still dominated by the lecture method. Teachers often explain material directly to students and refer to the material contained in Student Worksheets (LKS). The use of learning media in the English learning process is still relatively limited. Teachers only occasionally use specific learning media and mostly rely on textbooks and LKS as the primary learning resources. This situation results in students' opportunities for more varied and interactive learning experiences remaining relatively limited.

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2. Description of Research Data

a. Research Procedure

The researcher began the research on April 13, 2026. The research sample consisted of two classes, namely class VIII A as the experimental class and class VIII B as the control class. These two classes were selected to compare the effectiveness of using English learning videos on students' speaking skills, especially in conveying unforgettable experiences in the form of recount text. The selection of eighth-grade students was based on the consideration that students at this level had already learned basic English materials and were capable of expressing simple ideas and experiences orally. Moreover, recount text is one of the materials taught in the eighth-grade curriculum, making it suitable for this research.

The research process was conducted over four meeting in each class. In the first meeting in the control class (VIII B), the researcher began with an introduction and discussion of the recount text material, such as providing an explanation of the recount text, its social function, generic structure, and its language feature. In this control class, learning was carried out using a conventional lecture method without the aid of video media. The researcher explained the material through oral explanations and textbook-based activities. In the second meeting, the researcher continued the learning activities by focusing on more in-depth learning and providing examples of recount texts about unforgettable experiences. In the third meeting, the researcher asked

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students to create stories or recount texts about their experiences that had occurred. After that, students were asked to collect the results of their stories. The researcher corrected and provided a brief explanation to correct them. In the fourth meeting, the researcher administered a speaking test to the control class. Students in the control class practiced speaking through class discussions and regular assignments without audiovisual support.

In the experimental class (VIII A), at the first meeting, the researcher began with an introduction and continued with a discussion about recount text. However, in the experimental class, the learning was carried out using English learning videos as the main media to help students understand the structure, vocabulary, pronunciation, and context of language use in recount texts. The videos provided visual and audio examples that made the learning process more interesting and easier for students to understand. In the second meeting, the researcher continued the learning activities with focus and more depth. The researcher also provided examples of stories/recount texts about unforgettable experiences in the form of videos. In the third meeting, the researcher asked students to create stories/recount texts about their experiences. After that, students were asked to collect the results of their stories. The researcher corrected and provided a little explanation to correct them and showed a video of the example recount text. Students were also encouraged to imitate pronunciation, identify important information from the video, and practice retelling experiences in English. In the fourth meeting, the researcher

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conducted a speaking test on the experimental class to measure students' speaking abilities after being taught using the English learning video.

The post-test or speaking test, was conducted to determine whether there was a significant improvement in the speaking skills of students in both the control and experimental classes. Students' speaking performance was assessed based on several aspects, such as pronunciation, fluency, and vocabulary. The post-test results from both classes were then compared and statistically analyzed. This was done to identify the effectiveness of using English learning videos in the experimental class in teaching speaking in recount texts about unforgettable experiences.

b. Research of Data

The data described in this study were obtained from the results of document review and a post-test in the experimental and control classes. The test given in both stages used similar formats and topics that is unforgettable experiences in the form of recount text. This allowed for objective comparisons to determine students' speaking ability improvement. The data for this research consisted of students' speaking ability scores, which were assessed based on three main aspects that are pronunciation, fluency, and vocabulary. These scores were obtained from the assessment of students' performance during the speaking test.

Next, post-tests from both classes were analyzed to determine differences in student abilities and improvements in speaking skills after treatment in the experimental class. The results of this analysis were used to

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measure the effectiveness of using English learning videos in improving students' speaking skills, particularly on the topic of unforgettable experiences. Therefore, the data presented in this research include post-test results from the control and experimental classes, which were then compared and discussed to answer the research problem formulation.

1) Document Review

The following are the scores of document review from English teacher' from the experiment and control classes:

Table 4.1

Document Review of Report Card

NO	NAME	Experimental	Controlled
1.	Student 1	80	80
2.	Student 2	78	79
3.	Student 3	79	84
4.	Student 4	80	75
5.	Student 5	80	85
6.	Student 6	82	82
7.	Student 7	82	87
8.	Student 8	85	86
9	Student 9	85	86
10.	Student 10	82	86
11.	Student 11	82	78
12.	Student 12	80	75

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NO	NAME	Experimental	Controlled
13.	Student 13	87	86
14.	Student 14	80	87
15.	Student 15	78	79
16.	Student 16	80	80
17.	Student 17	77	80
18.	Student 18	82	78
19.	Student 19	77	81
20.	Student 20	80	84
21.	Student 21	82	88
22.	Student 22	81	79
23.	Student 23	87	80
24.	Student 24	80	80
25.	Student 25	88	80

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Based on Table 4.1, data were obtained from eighth-grade students' English report card scores before the treatment. This data was used to identify students' initial academic abilities and to determine the baseline conditions of the experimental and control classes. The experimental class consisted of 25 students. The highest score in this class was 88, while the lowest was 77. Meanwhile, the control class also consisted of 25 students, with the highest score being 88 and the lowest being 75. These results indicate that students in both classes had relatively similar academic backgrounds before the treatment.

Although the experimental class had a slightly higher maximum score than the control class, both classes had the same minimum score, indicating that students' initial abilities were relatively comparable.

2) Score of post-tests

The following are the scores from the students' post-test on the speaking test after treatment in the experiment and control classes:

Table 4.2

Score Of Post-Tests

Score of Speaking Test Class 8B (Control) post-test

NO	NAME	Fluency	Pronunciation	Vocabulary	
1	Ahmad Farel Fathur Rosi	1	1	1	50
2	Ahmad Ridho Arifin	1	1	1	50
3	Asifa Nur Hafrida	2	2	2	70
4	Fatimatuz Zahro	3	3	3	76
5	Feno Nur Alfin Faizhun	1	1	3	63
6	Hanuun Nasywa Alma	2	1	2	67
7	Hesti Diyanas Rifah	2	2	3	73
8	Ikke Nur Andini	1	1	2	60
9	Izza Prestisia Maharani Bilqis	2	2	2	70
10	M. Kavana Ri'zal Albarri	1	1	3	63
11	Muhammad Arif Zamzami	1	1	2	60
12	Mochammad Saiful Rizal	1	2	2	67
13	Makrifatul Aini	3	3	3	78
14	Mazidatul Risqiyah	2	2	2	70
15	Moch. Farchanun Naja	1	1	1	50
16	M. Fatih Kautsar Hikam 'Izzul H	1	1	2	60
17	M. Nabila Syifa'ul Ummam	1	1	1	50
18	M. Wildanialfarizy	1	1	3	67
19	Novi Indah Triandini	2	1	2	67
20	Nur Fadilatur Rohmah	1	1	3	65
21	Sanny Aditya	2	3	2	70
22	Vira Niftaqul Zannah	2	2	3	73
23	Yusuf Al Kadafi	1	1	1	50
24	Zahra Fitri Septia Sari	2	2	3	74
25	Zahwa Zakiyatan Nabila	2	3	2	70

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Score of Speaking Test Class 8A (Experiment) post-test

NO	NAME	Fluency	Pronunciation	Vocabulary	
1	Ahcmad Salfa Reza	2	2	2	67
2	Ahmad Azhari A	1	2	2	60
3	Ahmad David M	2	2	3	75
4	Ahmad Fahrur Reza A	2	1	2	63
5	Alfiani Riska M	2	2	2	67
6	Ananda Naila A	3	3	3	83
7	Aprilia Fairus Sabrina	3	3	3	87
8	Aulya Nada Illiyin	2	3	3	83
9	Delisa Ahmad	2	2	3	75
10	Dian Puspita Sari	2	2	2	67
11	Moch. Fahmi	1	1	1	50
12	Ferdianto	1	1	2	63
13	Jesicha Wasifa El-G	2	3	3	80
14	Muhammad Adrik B	2	2	3	75
15	Muhammad Rizwan W	1	1	1	50
16	Makrifatul Alfan H	3	3	2	79
17	Nala Ulya Qorratul A	3	3	2	79
18	Safira Mega Marwa	2	2	2	67
19	Sofia Fadillah A	1	2	1	63
20	Silvia Okta Ifatur R	2	3	3	83
21	Muhammad Noval F	2	3	3	83
22	Muhammad Nadiful A	1	1	1	50
23	Achmad Makinun A	3	3	3	87
24	Muhammad Fahri H	3	3	2	79
25	Siti Kholifah	3	3	3	87

Based on Table 4.2, the score of 50 was obtained by students who received a score of 1 in all three speaking aspects, namely fluency, pronunciation, and vocabulary. In this assessment, the scores for each aspect were not directly summed as the final result but were first calculated as a raw score and then converted into a 0-100 scale using a predetermined scoring conversion table. Therefore, a total raw score of 3 (1+1+1), which represents the lowest level of speaking performance in the rubric, was converted into a final score of 50. This conversion was applied to ensure that the assessment results were presented on a standard 0-100 scale, making them easier to

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interpret, consistent with the school's grading system, and suitable for statistical analysis.

The results of post-test eighth-grade students after the treatment, it can be seen that students in the experimental class achieved better speaking scores than students in the control class. The experimental class consisted of 25 students, with the highest score reaching 87 and the lowest score 50. Meanwhile, in the control class, which also consisted of 25 students, the highest score was 78 and the lowest score 50. The higher maximum scores obtained by the experimental class indicate that students taught using English learning videos achieved better speaking performance than students taught using conventional methods. This indicates that the use of English learning videos positively contributed to improving students' speaking skills.

3. The Analysis of Data

a. Normality test

A normality test was used in this research to determine whether the post-test data from the experimental and control classes were normally distributed. The normality test was conducted using spss. The table of normality test results follows:

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Table 4.3

Results of Normality Test Data

Post-test experiment	Kolmogorow-Smirnow[a]			Shipiro-Wilk	
	Statistic	Sig.	Students	Statistic	Sig.
	.137	.200	25	.934	.122
Post-test control	.121	.200	25	.948	.226

Based on the results of the normality test on the post-test data, it was found that the significance scores for the experimental class were 0.122 and for the control class was 0.226, indicate that both scores were greater than 0.05. thus, it can be concluded that the post-test data for both classes were normally distributed. These results indicate that the research data meet the requirements for further statistical test, such as the homogeneity test and hypothesis testing using the t-test.

The normality test was conducted to determine whether the data distribution in each class followed a normal distribution or not. In quantitative research, especially in experimental studies, the normality test is important because it becomes one of the assumptions for applying parametric statistical tests. If the significance value is higher than 0.05, the data are considered normal, while a significance value lower than 0.05 indicates that the data are not normally distributed. Since the significance values obtained in both classes were above 0.05, the researcher concluded that the students' post-test scores in the experimental and control classes were distributed normally. This means that the scores did not show extreme deviations and were spread proportionally around the average value.

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Therefore, the data were appropriate to be analysed using parametric statistical methods. The normal distribution of the data strengthens the validity of the statistical analysis in this research. Because the assumption of normality had been fulfilled, the researcher was able to

continue the analysis by conducting the homogeneity test to examine whether the variances of the two groups were equal. After fulfilling both assumptions, the Independent Samples t-test could be applied to test the research hypothesis and determine whether there was a significant effect of using English learning videos on students' speaking skills.

b. Homogeneity test

The next step was to do a homogeneity test. The homogeneity test is used to determine whether the variances of the data from the experimental and control classes have the same level of variability, or are homogeneous. The homogeneity test in this research was conducted using spss.

Table 4.4
Results of Homogeneity Test Data

Test	**Levene statistic**	**Sig.**
Based on Mean	.427	.517
Based on median	.414	.523
Based on median and with adjusted bf	.414	.523
Based on trimmed mean	.424	.518

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Based on the results of the homogeneity test using Levene's Test in SPSS, a significance value (Sig.) of 0.517 was obtained in the *Based on Mean* section. Since this value was higher than 0.05, it can be concluded that the

data variances between the experimental and control classes were homogeneous or had equal variances. The homogeneity test was conducted to determine whether the variances of the two groups were equal before performing the hypothesis test. In quantitative research, especially when using the Independent Samples t-test, testing the homogeneity of variance is important because it helps the researcher identify whether the data from both groups have similar variability. If the significance value is greater than 0.05, the data are considered homogeneous, whereas a significance value lower than 0.05 indicates that the variances are not homogeneous.

The researcher concluded that there was no significant difference in variance between the experimental class and the control class. This means that the spread of students' speaking scores in both classes was relatively equal. The similarity of variance indicates that the two groups had comparable variability before the hypothesis testing was conducted. Because the data were homogeneous, the hypothesis testing using the Independent Samples t-test could be interpreted through the Equal variances assumed row in the SPSS output table. This row is used when the assumption of homogeneity is fulfilled. Therefore, the researcher was able to continue the analysis to determine whether there was a significant difference between the speaking achievement of students in the experimental class and those in the control class. Furthermore, the result of the homogeneity test indicates that the variability of students' speaking scores between the experimental and control classes was balanced.

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c. Independent Sample t-Test

An independent samples t-test was used in this study to determine whether there was a significant difference between the post-test scores of the experimental class and the control class. This test was conducted after the data had passed the normality and homogeneity test, which are prerequisites for parametric statistical analysis.

Table 4.5

Results Of Independent Samples Test Data

T-test for Equality of Means

Score of students speaking	t	df	significance		Mean difference	Std. error difference	95% confidence interval of the difference	
			One-sided p	Two-sided p			Lower	Upper
Equal variances assumed	2.287	48	.013	.027	6.680	2.921	.806	12.554
Equal variances not assumed	2.287	43.767	.014	.027	6.680	2.921	.791	12.569

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Based on the result of the Independent Samples T-Test, the significance value (Sig. 2-tailed) was 0.027, which was lower than 0.05 ($0.027 < 0.05$). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It means that there was a

significant difference between the speaking achievement of students in the experimental class and those in the control class. The mean difference was 6.680, indicating that the experimental class obtained higher speaking scores than the control class. Thus, the use of English Learning Video had a significant positive effect on improving students' speaking skills at the eighth-grade students of Madrasah Tsanawiyah Hasanuddin Semboro.

The findings of this study indicate that English language learning videos can create a more engaging and interactive learning environment. Through audiovisual media, students can observe pronunciation, intonation, vocabulary usage, and sentence expression directly from the videos. This helps students understand the material more easily and encourages them to actively participate in speaking activities. Furthermore, the use of videos increases students' motivation and confidence in speaking English because they are exposed to authentic examples of language use in meaningful contexts.

B. Discussion

The findings of this study revealed that the use of English Learning Video had a significant effect on the speaking skills of the eighth-grade students at Madrasah Tsanawiyah Hasanuddin Semboro. Based on the Independent Samples t-test, the significance value (Sig. 2-tailed) was 0.027, which was lower than 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. These findings indicate that students who were taught by using English Learning Video achieved better speaking performance than those who were taught through conventional

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teaching methods. The improvement was particularly evident in three assessed aspects, namely pronunciation, fluency, and vocabulary. This result indicates that English Learning Video provides students with authentic language input, meaningful learning contexts, and opportunities to observe native or proficient speakers, enabling them to imitate pronunciation, enrich vocabulary, and improve fluency while retelling their unforgettable experiences.

The findings of this study are consistent with the theories that are video is categorized as an audiovisual learning medium that combines visual and audio information to provide authentic language models and meaningful communication contexts. Video enables students to observe pronunciation, intonation, facial expressions, gestures, and vocabulary usage simultaneously, making the learning process more engaging and easier to understand. Moreover, the use of video encourages students to participate actively in speaking activities because they receive concrete examples before practicing independently. Therefore, the significant improvement found in this study confirms that English Learning Video functions not only as a source of language input but also as an effective instructional medium for improving speaking ability.

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The findings of the present study are supported by the previous research. Riswanto et al. demonstrated that the Shaw English Online Channel effectively improved students' speaking ability, particularly in pronunciation,

vocabulary, grammar, and fluency.[43] Likewise, Asnawi Muslem et al. found that authentic English YouTube videos significantly enhanced students' speaking skills in terms of pronunciation, vocabulary, fluency, grammar, and accuracy.[44] Furthermore, Supriyani et al. reported that the use of audio-visual media effectively improved students' pronunciation, fluency, and confidence in speaking English.[45] Similarly, Rai Ayu Dewi et al. concluded that YouTube videos significantly improved eighth-grade students' speaking skills while increasing their motivation and self-confidence during the learning process.[46] These previous studies provide empirical evidence that supports the findings of the present research, indicating that English learning videos are an effective instructional medium for improving students' speaking skills. Although the previous studies employed different types of videos, learning topics, and research settings, they consistently demonstrate that video-based learning provides authentic language input, increases students' motivation and participation, and enhances speaking performance. Therefore, the findings of this study reinforce the existing evidence that the use of English Learning Video is effective in improving students' speaking skills, particularly in learning the topic of Unforgettable Experiences.

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[43] Riswanto et all, The Effect of The Shaw English Online Channel on The EFL Students' Speaking Ability, JOALL (Journal of Applied Linguistics and Literature), Vol. 7, No. 1, February 2022.

[44] Asnawi Muslem, et all. The Effect of English Authentic YouTube Videos on Students' Speaking Skills in Rural School, Journal of Education Technology, Vol. 6, No. 3, 2022.

[45] Supriyani et al, The Effectiveness Of Audio-Visual Media To Improve Students' Speaking Ability In Madrasah Tsanawiyah (Mts) Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu, JELL (Journal of English Language and literature) STIBA IEC Jakarta Volume 8, Issue 2, September 2023.

[46] Rai Ayu Dewi, et all. The Effectiveness of YouTube to Improve English Speaking Skills of Eighth Grade Students at SMP Negeri 19 Palu, Journal on Interdisciplinary Studies in Humanities, Vol. 8, No. 3, 2025.

The results of this study are also strengthened by several other empirical studies. Zaitu et all, reported that online instructional videos significantly improved students' speaking achievement, as evidenced by the substantial increase in students' post-test scores compared to their pre-test scores. The researchers concluded that instructional videos provide effective learning models that facilitate students in improving pronunciation, vocabulary, and speaking confidence.[47] Furthermore, Saed et al, demonstrated that YouTube-based instruction significantly improved EFL students' speaking performance by increasing their motivation, confidence, and opportunities for meaningful communication practice.[48] These studies further support the present findings that video-based instruction provides authentic exposure, meaningful interaction, and repeated speaking practice, which contribute to students' speaking development.

Although the findings of this study are in line with previous research, several differences should be highlighted. Most previous studies focused on authentic YouTube videos, the Shaw English Online Channel, tutorial videos, or general audio-visual media, whereas the present study specifically employed English Learning Video designed for the topic "Unforgettable Experiences" in recount text. In addition, this study only assessed three speaking components, namely pronunciation, fluency, and vocabulary, while several previous studies evaluated additional components such as grammar, accuracy, and

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[47] Zaitun, et all. The Effectiveness of Online Instructional Videos in Teaching Students' Speaking Skill, ELTIN Journal, Vol. 9, No. 2, October 2021.

[48] Hadeel A. Saed, at all. The Use of YouTube in Developing The Speaking Skill of Jordanian EFL University Students, Journal Homepage, Vol. 7, 2021.

comprehensibility. Furthermore, this research was conducted in an Islamic junior high school, providing empirical evidence that English Learning Video is also effective within the context of Islamic secondary education.

Overall, the findings of this study strengthen previous empirical evidence regarding the effectiveness of English Learning Video in teaching speaking. More importantly, this study contributes new evidence by demonstrating that English Learning Video focusing on recount text with the theme "Unforgettable Experiences" effectively improves eighth-grade students' speaking skills. The integration of authentic video models with speaking practice enables students to develop better pronunciation, richer vocabulary, greater fluency, and higher confidence when expressing their personal experiences in English. Therefore, English Learning Video can be considered an effective instructional medium for teaching speaking, particularly for recount text at the junior high school level.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research conducted on the effect of using English Learning Videos on the speaking skills of eighth-grade students at Madrasah Tsanawiyah Hasanuddin Semboro in the "Unforgettable Experiences" topic, it can be concluded that the use of English Learning Videos significantly improved students' speaking skills. Learning videos helped students understand pronunciation, vocabulary, fluency, and the use of English in real-life contexts, thus facilitating the development of their speaking skills.

The results of the normality test showed that the data in the experimental and control classes were normally distributed, while the results of the homogeneity test indicated that both groups had homogeneous variances. Therefore, the research data met the requirements for analysis using parametric statistical tests. Furthermore, the results of the Independent Samples t-test showed a significance value (Sig. 2-tailed) of 0.027, which is less than 0.05. Therefore, H_0 is rejected and H_1 is accepted. This indicates a significant difference between the speaking ability of students in the experimental and control classes. The mean difference of 6.680 indicates that the average speaking ability of students taught using English Learning Videos was higher than that of students taught using conventional methods.

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Therefore, it can be concluded that the use of English Learning Videos has a positive and significant effect on improving the speaking ability of eighth-grade students at Madrasah Tsanawiyah Hasanuddin Semboro in the recount text topic "Unforgettable Experiences." In addition to improving learning outcomes, the use of videos can also increase student motivation, self-confidence, activeness, and interest in learning English. Therefore, English Learning Videos can be used as an effective and innovative learning medium for teaching speaking skills.

B. Recommendation

Based on the findings of this study, the use of English learning videos is recommended as an effective instructional medium in English language teaching, particularly for improving students' speaking skills. The integration of video into classroom instruction provides students with authentic language input, including pronunciation, vocabulary, expressions, and contextual communication, which supports the development of their speaking ability. In addition, videos create a more engaging and interactive learning environment, encouraging students to participate actively and confidently in speaking activities. Through repeated exposure to authentic language models, students are able to imitate correct pronunciation, improve their fluency, and develop greater confidence in expressing their ideas orally.

English teachers are encouraged to integrate English learning videos into speaking lessons by selecting materials that are appropriate for students'

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language proficiency, learning objectives, and classroom context. Teachers should also combine video-based instruction with communicative activities such as pair discussions, role plays, storytelling, presentations, and question-and-answer sessions to maximize students' opportunities to practice speaking. Moreover, providing guidance before, during, and after watching the videos can help students better understand the content and apply the language expressions they have learned in meaningful communication.

This study also demonstrates that English learning videos are appropriate for teaching the topic of *Unforgettable Experiences*, as they provide meaningful contexts that help students organize ideas and express their experiences more fluently. The visual and auditory elements presented in the videos assist students in understanding the sequence of events, identifying relevant vocabulary, and using appropriate expressions when describing personal experiences. Therefore, English learning videos can be considered a valuable instructional medium that supports the achievement of English learning objectives, especially in developing students' communicative competence.

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For schools, it is recommended to facilitate the use of video-based learning by providing adequate technological facilities, such as projectors, speakers, internet access, or offline video resources. Institutional support will enable teachers to implement innovative teaching strategies more effectively and create a learning environment that encourages active student participation. Furthermore, the findings of this research contribute to the growing body of

evidence regarding the effectiveness of video-based learning in English language education. The results may serve as a reference for the implementation of English learning videos in similar educational contexts and support their integration into classroom practices to enhance students' language skills.

Finally, future researchers are encouraged to conduct similar studies involving larger sample sizes, different educational levels, or various English language skills such as listening, reading, or writing. Future research may also compare different types of instructional videos, investigate the long-term effects of video-based learning on students' speaking achievement, or examine students' motivation and attitudes toward the use of English learning videos in the classroom. Such studies are expected to provide more comprehensive insights into the effectiveness of video-based instruction in English language learning.

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Appendix 1 Matrix of The Research

Title	Variable	Indicator	Data Source	Research Method	Research Question
The effect of using English Learning Video to improve speaking skill on "Unforgettable My Experience" for the eighth grade at MtsS Hasanuddin Semboro	1. English Learning Video 2. Speaking skill	- Content relevance to curriculum - Clarity of pronunciation and audio-visual support - Use of vocabulary and grammar models - Pronunciation - Fluency - Vocabulary mastery - Grammar accuracy	Students of 8th grade of MtsS Hasanuddin Semboro	- Research Method: Quantitative research - Research Design: Pre-Experiment (one group pretest-posttest design.) - Statistic: - H0: μ1=μ2 (μ pretest =μ posttest) - H1: μ1≠μ2 (μ pretest ≠μ posttest) - Data Collection: Test (pre-test and post-test)	Is there a significant effect of using English learning videos on eighth-grade students' speaking skills at MtsS Hasanuddin Semboro?

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Appendix 2 Control Class Lesson Plan (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) Kelas Kontrol

Satuan Pendidikan : MTsS Hasanuddin Semboro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ 2 (Genap)
Tema : My Unforgettable Experience

Alokasi Waktu : 1 pertemuan x 2 jam

A. KOMPETENSI INTI

KI.1:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI.2:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI.3:	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI.4:	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

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B. KOMPETENSI DASAR

Kompetensi Dasar:

3.4 Memahami tujuan, struktur teks, dan unsurkebahasaan dari teks *recount* lisan dan tulistentang pengalaman/kegiatan,/kejadian/peristiwa, sangat pendek dan sederhana.

4.6 Menyusun teks *recount* lisan dan tulis, sangatpendek dan sederhana, tentangpengalaman/kegiatan,/kejadian/peristiwa,dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indikator Pencapaian:

1. Siswa mampu mengidentifikasi struktur dan ciri-ciri teks recount dari video pembelajaran.
2. Siswa mampu mengucapkan kalimat-kalimat tentang pengalaman tidak terlupakan dengan lafal dan intonasi yang tepat.
3. Siswa mampu menceritakan pengalaman tidak terlupakan sendiri secara lisan dalam bentuk monolog pendek (minimal 5 kalimat).

C. TUJUAN PEMBELAJARAN:

- Siswa mampu mengidentifikasi isi dan struktur tentang recount text.
- Siswa mampu menggunakan vocabulary past tense dengan tepat.
- Siswa mampu menyampaikan cerita pengalaman pribadi secara lisan dengan percaya diri.

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D. MATERI PEMBELAJARAN:

1. Teks Recount: teks yang menceritakan peristiwa atau pengalaman yang telah terjadi di masa lalu.
2. Struktur teks:
   - Orientation: pengenalan siapa, kapan, di mana, dan apa yang terjadi.
   - Events: urutan peristiwa yang terjadi.

- Reorientation: Kesimpulan atau perasaan setelah pengalaman.

3. Kata keterangan waktu: yesterday, last week, two years ago, when I was ….
4. Kalimat dalam bentuk lampau (simple past).

E. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : Scientific Approach

Metode/Strategi : lecture method, question and answer, exercise, assignment,

and speaking

F. MEDIA dan SUMBER BELAJAR

- Lembar kerja siswa (LKS).
- PowerPoint (PPT).

G. KEGIATAN PEMBELAJARAN

Pertemuan 1

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	• Guru memberi salam, kemudian menyapa siswa dan menyakan kabar mereka. • Guru mengajak siswa untuk mengawali kegiatan dengan berdo'a. • Guru mengabsen siswa. • Guru menanyakan pengalaman siswa. • Guru menyampaikan tujuan pembelajaran.	5 menit
Kegiatan Inti	1. **Tahap 1** • Guru menanyakan tentang pengalaman pribadi siswa. • Guru menampilkan powerpoint. • Siswa membaca contoh recount teks.	50 menit

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	2. **Tahap 2** • Guru menjelaskan struktur recount text. • Siswa mendengarkan guru • Siswa mengidentifikasi bagian orientation, events, dan reorientation. 3. **Tahap 3** • Siswa menjawab pertanyaan di powerpoint. • Siswa berdiskusi • Guru membahas jawaban siswa. • Guru meluruskan kesalahan.	
Penutup	• Guru memberi kesimpulan. • Guru menutup pembelajaran pada kelas dengan salam.	5 menit

I. PENILAIAN

1. Teknik Penilaian :

   a. Observasi
   b. Ubjuk kerja (speaking test)

2. Bentuk Penilaian:

ASPEK	SKOR 1-3
Fluency	
Pronunciation	
Vocabulary	

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) Kelas Kontrol

Satuan Pendidikan : MTsS Hasanuddin Semboro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ 2 (Genap)
Tema : My Unforgettable Experience

Alokasi Waktu : 1 pertemuan x 1 jam

A. KOMPETENSI INTI

KI.1:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI.2:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI.3:	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI.4:	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

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B. KOMPETENSI DASAR

Kompetensi Dasar:

3.5 Memahami tujuan, struktur teks, dan unsurkebahasaan dari teks *recount* lisan dan tulistentang pengalaman/kegiatan,/kejadian/peristiwa, sangat pendek dan sederhana.

4.7 Menyusun teks *recount* lisan dan tulis, sangatpendek dan sederhana, tentangpengalaman/kegiatan,/kejadian/peristiwa,dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indikator Pencapaian:

1. Siswa mampu mengidentifikasi struktur dan ciri-ciri teks recount dari video pembelajaran.
2. Siswa mampu mengucapkan kalimat-kalimat tentang pengalaman tidak terlupakan dengan lafal dan intonasi yang tepat.
3. Siswa mampu menceritakan pengalaman tidak terlupakan sendiri secara lisan dalam bentuk monolog pendek (minimal 5 kalimat).

C. TUJUAN PEMBELAJARAN:

- Siswa mampu mengidentifikasi isi dan struktur tentang recount text.
- Siswa mampu menggunakan vocabulary past tense dengan tepat.
- Siswa mampu menyampaikan cerita pengalaman pribadi secara lisan dengan percaya diri.

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D. MATERI PEMBELAJARAN:

1. Teks Recount: teks yang menceritakan peristiwa atau pengalaman yang telah terjadi di masa lalu.
2. Struktur teks:
   - Orientation: pengenalan siapa, kapan, di mana, dan apa yang terjadi.

- Events: urutan peristiwa yang terjadi.
- Reorientation: Kesimpulan atau perasaan setelah pengalaman.

3. Kata keterangan waktu: yesterday, last week, two years ago, when I was ….
4. Kalimat dalam bentuk lampau (simple past).

E. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : Scientific Approach

Metode/Strategi : lecture method, question and answer, exercise, assignment,

and speaking

F. MEDIA dan SUMBER BELAJAR

- Lembar kerja siswa (LKS).
- PowerPoint (PPT).

G. KEGIATAN PEMBELAJARAN

Pertemuan 2

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	• Guru memberi salam, kemudian menyapa siswa dan menanyakan kabar mereka. • Guru mengajak siswa untuk mengawali kegiatan dengan berdo'a. • Guru mengabsen siswa. • Guru menanyakan kabar siswa.	5 menit
Kegiatan Inti	**Tahap 1** • Guru meriview materi sebelumnya.	35 menit

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	• Guru menjelaskan materi simple past tense. • Siswa mengamati contoh kalimat past tense. **Tahap 2** • Guru memberikan contoh vocabulary past tense. • Siswa mengerjakan latihan perubahan kerja past tense (V2). • Siswa berdiskusi. **Tahap 3** • Guru mengoreksi hasil latihan siswa. • Guru memberikan penjelasan tambahan.	
Penutup	• Guru memberikan tugas untuk membuat 5 kalimat dengan menggunakan past tense. • Guru menutup pembelajaran di kelas dengan mengucapkan salam.	5 menit

I. PENILAIAN

1. Teknik Penilaian :

   a. Observasi
   b. Ubjuk kerja (speaking test)

2. Bentuk Penilaian:

ASPEK	SKOR 1-3
Fluency	
Pronunciation	
Vocabulary	

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Appendix 3 Experimental Class Lesson Plan (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) Kelas Experiment

Satuan Pendidikan : MTsS Hasanuddin Semboro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ 2 (Genap)
Tema : My Unforgettable Experience

Alokasi Waktu : 1 pertemuan x 2 jam

A. KOMPETENSI INTI

KI.1:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI.2:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI.3:	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI.4:	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

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B. KOMPETENSI DASAR

Kompetensi Dasar:

3.6 Memahami tujuan, struktur teks, dan unsurkebahasaan dari teks *recount* lisan dan tulistentang pengalaman/kegiatan,/kejadian/peristiwa, sangat pendek dan sederhana.

4.8 Menyusun teks *recount* lisan dan tulis, sangatpendek dan sederhana, tentangpengalaman/kegiatan,/kejadian/peristiwa,dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indikator Pencapaian:

1. Siswa mampu mengidentifikasi struktur dan ciri-ciri teks recount dari video pembelajaran.
2. Siswa mampu mengucapkan kalimat-kalimat tentang pengalaman tidak terlupakan dengan lafal dan intonasi yang tepat.
3. Siswa mampu menceritakan pengalaman tidak terlupakan sendiri secara lisan dalam bentuk monolog pendek (minimal 5 kalimat).

C. TUJUAN PEMBELAJARAN:

- Siswa mampu mengidentifikasi isi video tentang recount text.
- Siswa mampu menggunakan vocabulary past tense dengan tepat.
- Siswa mampu menyampaikan cerita pengalaman pribadi secara lisan dengan percaya diri.

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D. MATERI PEMBELAJARAN:

1. Teks Recount: teks yang menceritakan peristiwa atau pengalaman yang telah terjadi di masa lalu.
2. Struktur teks:
   - Orientation: pengenalan siapa, kapan, di mana, dan apa yang terjadi.
   - Events: urutan peristiwa yang terjadi.
   - Reorientation: Kesimpulan atau perasaan setelah pengalaman.

3. Kata keterangan waktu: yesterday, last week, two years ago, when I was ….
4. Kalimat dalam bentuk lampau (simple past).

E. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : scienitific approach

Metode/Strategi : Video-based Learning

F. MEDIA dan SUMBER BELAJAR

- Lembar kerja siswa (LKS) tentang strukur teks.
- Video pengalaman pribadi: https://youtu.be/A-wFiYhap7c?si=eRFASDB0QXQh_hRL
- PowerPoint (PPT)

G. KEGIATAN PEMBELAJARAN

Pertemuan 1

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	• Guru memberi salam, kemudian menyapa siswa dan menyakan kabar mereka. • Guru mengajak siswa untuk mengawali kegiatan dengan berdo'a. • Guru mengabsen siswa. • Guru menanyakan pengalaman siswa. • Guru menyampaikan tujuan pembelajaran.	5 menit
Kegiatan Inti	1. **Tahap 1** • Guru menanyakan tentang pengalaman pribadi siswa. • Guru memperkenalkan topik "my unforgettable experiences". • Guru menampilkan video.	50 menit

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	2. **Tahap 2** • Siswa menonton video tentang pengalaman seseorang. • Diskusi isi video. • Guru menjelaskan struktur recount text. • Siswa mengidentifikasi bagian orientation, events, dan reorientation. 3. **Tahap 3** • Siswa menyimpulkan isi video. • Siswa menjawab pertanyaan terkait video. • Guru memberikan penguaran ateri.	
Penutup	• Guru memberi kesimpulan. • Guru menutup pembelajaran pada kelas dengan salam.	5 menit

I. PENILAIAN

1. Teknik Penilaian :

   a. Observasi
   b. Ubjuk kerja (speaking test)

2. Bentuk Penilaian:

ASPEK	SKOR 1-3
Fluency	
Pronunciation	
Vocabulary	

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) Kelas Experiment

Satuan Pendidikan : MTsS Hasanuddin Semboro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ 2 (Genap)
Tema : My Unforgettable Experience

Alokasi Waktu : 1 pertemuan x 1 jam

A. KOMPETENSI INTI

KI.1:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI.2:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI.3:	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI.4:	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

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B. KOMPETENSI DASAR

Kompetensi Dasar:

3.7 Memahami tujuan, struktur teks, dan unsurkebahasaan dari teks *recount* lisan dan tulistentang pengalaman/kegiatan,/kejadian/peristiwa, sangat pendek dan sederhana.

4.9 Menyusun teks *recount* lisan dan tulis, sangatpendek dan sederhana, tentangpengalaman/kegiatan,/kejadian/peristiwa,dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indikator Pencapaian:

1. Siswa mampu mengidentifikasi struktur dan ciri-ciri teks recount dari video pembelajaran.
2. Siswa mampu mengucapkan kalimat-kalimat tentang pengalaman tidak terlupakan dengan lafal dan intonasi yang tepat.
3. Siswa mampu menceritakan pengalaman tidak terlupakan sendiri secara lisan dalam bentuk monolog pendek (minimal 5 kalimat).

C. TUJUAN PEMBELAJARAN:

- Siswa mampu mengidentifikasi isi video tentang recount text.
- Siswa mampu menggunakan vocabulary past tense dengan tepat.
- Siswa mampu menyampaikan cerita pengalaman pribadi secara lisan dengan percaya diri.

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D. MATERI PEMBELAJARAN:

1. Teks Recount: teks yang menceritakan peristiwa atau pengalaman yang telah terjadi di masa lalu.
2. Struktur teks:
   - Orientation: pengenalan siapa, kapan, di mana, dan apa yang terjadi.
   - Events: urutan peristiwa yang terjadi.

- Reorientation: Kesimpulan atau perasaan setelah pengalaman.

3. Kata keterangan waktu: yesterday, last week, two years ago, when I was ….
4. Kalimat dalam bentuk lampau (simple past).

E. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : scienitific approach

Metode/Strategi : Video-based Learning

F. MEDIA dan SUMBER BELAJAR

- Lembar kerja siswa (LKS) tentang strukur teks.
- Video pengalaman pribadi: https://youtu.be/A-wFiYhap7c?si=eRFASDB0QXQh_hRL
- PowerPoint (PPT)

G. KEGIATAN PEMBELAJARAN

Pertemuan 2

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	• Guru memberi salam, kemudian menyapa siswa dan menanyakan kabar mereka. • Guru mengajak siswa untuk mengawali kegiatan dengan berdo'a. • Guru mengabsen siswa. • Guru menanyakan kabar siswa.	5 menit
Kegiatan Inti	**Tahap 1** • Guru meriview materi sebelumnya. • Guru memperkenalkan kosakata baru dari video sebelumnya.	35 menit

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	Tahap 2 • Guru menampilkan video baru. • Siswa mencatat kosakata dan bentuk past tense. • Siswa mengidentifikasi penggunaan kata kerja lampau (past tense). • Diskusi penggunaan kata hubung waktu. **Tahap 3** • Siswa diminta untuk membuar kalimat menggunakan past tense. • Siswa membaca kalimat yang di tulis. • Guru memberikan koreksi.	
Penutup	• Guru memberikan tugas untuk membuat cerita pengalaman pribadi dalam bentuk bahasa minimal 5 kalimat. • Guru menutup pembelajaran di kelas dengan mengucapkan salam.	5 menit

I. PENILAIAN

1. Teknik Penilaian :

   a. Observasi
   b. Ubjuk kerja (speaking test)

2. Bentuk Penilaian:

ASPEK	SKOR 1-3
Fluency	
Pronunciation	
Vocabulary	

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Appendix 4 Speaking Test

SPEAKING TEST

Recount Text – Unforgettable Experiences

Name : _____

Class : _____

Date : _____

Instructions

1. Tell your unforgettable experience in front of the class.
2. Your story should be 1–2 minutes long.
3. Use recount text structure:
   - Orientation
   - Events
   - Reorientation
4. Speak clearly and confidently.

Topic

"My Unforgettable Experience"

You may choose one of these experiences:

Holiday experience	Exciting experience
Funny experience	Experience with family or friends
Sad experience	First day at school

 # Score Speaking Test

Aspect	Score 1-3
Fluency	
Pronunciation	
Vocabulary	

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Appendix 5 Report Card Value

Score of Report Card Class 8A

NO	NAME	Score
1	Ahcmad Salfa Reza	80
2	Ahmad Azhari A	78
3	Ahmad David M	79
4	Ahmad Fahrur Reza A	80
5	Alfiani Riska M	80
6	Ananda Naila A	82
7	Aprilia Fairus Sabrina	82
8	Aulya Nada Illiyin	85
9	Delisa Ahmad	85
10	Dian Puspita Sari	82
11	Moch. Fahmi	82
12	Ferdianto	80
13	Jesicha Wasifa El-G	87
14	Muhammad Adrik B	80
15	Muhammad Rizwan W	78
16	Makrifatul Alfan H	80
17	Nala Ulya Qorratul A	77
18	Safira Mega Marwa	82
19	Sofia Fadillah A	77
20	Silvia Okta Ifatur R	80
21	Muhammad Noval F	82
22	Muhammad Nadiful A	81
23	Achmad Makinun A	87
24	Muhammad Fahri H	80
25	Siti Kholifah	88

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Score of Report Card Class 8B

NO	NAME	Score
1	Ahmad Farel Fathur Rosi	80
2	Ahmad Ridho Arifin	79
3	Asifa Nur Hafrida	84
4	Fatimatuz Zahro	75
5	Feno Nur Alfin Faizhun	85
6	Hanuun Nasywa Alma	82
7	Hesti Diyanas Rifah	87
8	Ikke Nur Andini	86
9	Izza Prestisia Maharani Bilqis	86
10	M. Kavana Ri'zal Albarri	86
11	Muhammad Arif Zamzami	78
12	Mochammad Saiful Rizal	75
13	Makrifatul Aini	86
14	Mazidatul Risqiyah	87
15	Moch. Farchanun Naja	79
16	M. Fatih Kautsar Hikam 'Izzul H	80
17	M. Nabila Syifa'ul Ummam	80
18	M. Wildanialfarizy	78
19	Novi Indah Triandini	81
20	Nur Fadilatur Rohmah	84
21	Sanny Aditya	88
22	Vira Niftaqul Zannah	79
23	Yusuf Al Kadafi	80
24	Zahra Fitri Septia Sari	80
25	Zahwa Zakiyatan Nabila	80

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Appendix 6 Results from SPSS

1. Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	kelas	Statistic	df	Sig.	Statistic	df	Sig.
hasil speaking siswa	post-experiment	.137	25	.200*	.934	25	.122
	post-control	.121	25	.200*	.948	25	.226

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

a. Lilliefors Significance Correction

2. Homogeneity Test

Oneway

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.[a]
hasil speaking siswa	Based on Mean	.427	1	48	.517
	Based on Median	.414	1	48	.523
	Based on Median and with adjusted df	.414	1	47.982	.523
	Based on trimmed mean	.424	1	48	.518

a. Confidence Interval: 0%

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3. T-Test

Independent Samples Test

				Significance				95% Confidence Interval of the Difference	
		t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
nilai speaking siswa	Equal variances assumed	2.287	48	.013	.027	6.680	2.921	.806	12.554
	Equal variances not assumed	2.287	43.767	.014	.027	6.680	2.921	.791	12.569

Appendix 7 Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-15878/In.20/3.a/PP.009/04/2026
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTsS Hasanuddin semboro
Jl. Pelita (Depan Kantor Kepala Desa) Sidomekar, Sidomekar Kec. Semboro, Ke. Jember

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

NIM	:	212101060024
Nama	:	WARDATUT TOYYIBAH
Semester	:	Semester sepuluh
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE EFFECT OF USING ENGLISH LEARNING VIDEO TO IMPROVE SPEAKING ON UNFORGETTABLE EXPERIENCES FOR THE EIGHTH GRADE STUDENTS AT MTSS HASANUDDIN SEMBORO" selama 20 (dua puluh) hari di lingkungan lembaga wewenang Bapak/Ibu LULUK MUNFARIDAH, S.pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 13 April 2026
Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

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Appendix 8 Research Completion Letter

YAYASAN PENDIDIKAN HASANUDDIN
MADRASAH TSANAWIYAH HASANUDDIN
Jalan Pelita (Depan Kantor Kepala Desa) Sidomekar Semboro Jember 68157
Nomor HP 0813 3663 1371
Email: mtshasanuddin999@gmail.com
NSM :121235090111 / NPSN : 20581557

SURAT KETERANGAN
NOMOR : 57 /Mtss. 13.32.111/05/2026

Yang bertanda tangan di bawah ini,

Nama	: LULUK MUNFARIDAH, S.Pd
Nip	: -
Unit Kerja	: MTsS Hasanuddin
Jabatan	: Kepala Madrasah

Dengan ini menerangkan bahwa

Nama	: Wardatut Toyyibah / 212101060024
Program studi	: Tadris Bahasa Inggris
Semester	: X (sepuluh)
Universitas	: UIN Kiai Achmad Siddiq Jember
Judul Penelitian	: The Effect of Using Learning Video to Improve Speaking on Unfogettable Experiences For The Eighth Grade Students At Madrasah Tsanawiyah Hasanuddin Semboro.

benar-benar telah menyelesaikan penelitian mulai 13 April 2026 – 05 Mei 2026 di sekolah Mts Hasanuddin Semboro Jember.

Demikian surat keterangan ini di buat untuk di pergunakan sebagaimana mestinya.

Jember, 16 Mei 2026
Kepala Madrasah

Luluk Munfaridah

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Appendix 9 Journal of The Research

JOURNAL OF THESIS RESEARCH ACTIVITY

Name : Wardatut Toyyibah
NIM : 212101060024
Location: MTs Hasanuddin Semboro Jember

NO	Day/Date	Activities	Signature
1.	January 6,2026	Preliminary research observations	
2.	April 13, 2026	Submission of a research permit	
3.	April 13,2026	Consultation with the English teacher about the class schedule and the classes to be used for the research	
4.	April 14,2026	First research meeting in 8B (control class)	
5.	April 15,2026	First research meeting in 8A (experimental class)	
6.	April 17,2026	The second meeting in Class 8A (experimental class)	
7.	April 18,2026	The second meeting in Class 8B (control class)	
8.	April 21,2026	The third meeting in 8B (control class)	
9.	April 22,2026	The third meeting in Class 8A (experimental class)	
10.	May 06,2026	The fourth meeting in Class 8A (experimental class)	
11.	May 05,2026	The fourth meeting in 8B (control class)	
12.	May 16,2026	Requesting a research completion letter	

Jember, 16 Mei 2026
Kepala Sekolah MTs Hasanuddin

Luluk Munfaridah, S.Pd.

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Appendix 10 Turn it in Check Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember 68136, Jawa Timur, Indonesia Telp. (0331) 487550 Fax. (0331) 487550
Website : www.uinkhas.ac.id E-mail : info@uinkhas.ac.id

SURAT KETERANGAN LULUS TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh:

Nama : Wardatut Toyyibah

NIM : 212101060024

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : The Effect of Using English Learning Video To Improve Speaking on Unforgettable Experiences for The Eighth Grade Students at Mtss Hasanuddin Semboro

telah lulus cek similarity dengan menggunakan aplikasi Turnitin UIN KHAS Jember dengan skor akhir sebesar (20,2%)

1. BAB I : 11%
2. BAB II : 17%
3. BAB III : 23%
4. BAB IV : 24%
5. BAB V : 26%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 02 Juni 2026
Penanggung Jawab Turnitin

Laily Yunita Susanti, S.Pd., M.Si.
NIP. 198906092019032007

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir Adalah total nilai masing-masing BAB Kemudian di bagi 5.

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Appendix 11 Declaration of Authenticity

DECLARATION OF AUTHENTICITY

The undersigned below:

Name	: Wardatut Toyyibah
Place, date of birth	: Jember, 15th of November 2001
Address	: Dusun Krebet, RT/RW: 002/013, Desa Gumukmas, Kecamatan Gumukmas, Kabupaten Jember.
Faculty	: Education And Teacher Training
Program	: English Education

State that the thesis entitled "The Effect of Using English Learning Video To Improve Speaking on Unforgettable Experiences For The Eighth Grade Students At Mtss Hasanuddin Semboro" is truly my own work, except for those cited in the quotation and bibliography.

Jember, 26th of Mey 2026

Autor



Wardatut Toyyibah

NIM: 212101060024

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KIAI HAJI ACHMAD SIDDIQ
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Appendix 12 Curriculum Vitae

CURRICULUM VITAE



A. Autor Identity

Name : Wardatut Toyyibah

SRN : 212101060024

Place, Date, of Birth: Jember, 15th of November 2001

Gander : female

Address : Gumukmas, Jember

Faculty : Education and Teacher Training Faculty

Program : English Education

B. Education Background

Kindergarten : PAUD Miftahul Ulum Gumukmas, Jember

Elementary School : MI Bustanul Ulum Gumukmas, Jember

Junior High School : MTs Miftahul Ulum Randuagung, Lumajang

Senior High School : MA Sunan Kalijaga Randuagung, Lumajang

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