INVESTIGATING THE ROLE OF VIDEO-BASED LEARNING IN ENHANCING SPEAKING SKILLS OF EFL LEARNERS

SKRIPSI

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English Education Program

By

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ABSTRACT

FitraMaidina Nasution. 2102050005. Investigating the Role of Video-Based Learning in Enhancing Speaking Skills of EFL Learners. Skripsi. English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. 2025

This research investigated the effectiveness of Video-Based Learning (VBL) using TED Talks in enhancing speaking skills among English as a Foreign Language (EFL) learners, addressing challenges such as limited vocabulary, pronunciation difficulties, lack of practice, and speaking anxiety. The study was conducted at SMA N 4 Kisaran, North Sumatra, Indonesia, and involved 60 Class XI students, selected via purposive sampling and divided into experimental (n=30, taught with VBL) and control (n=30, taught with textbooks) groups. Data were collected through pretest and posttest speaking assessments and analyzed using SPSS version 27.0 with descriptive and inferential statistics, including an independent t-test. Results showed that the experimental group significantly outperformed the control group (t=23.98, p<0.05), with a 31.39% improvement in fluency, pronunciation, vocabulary, and confidence, compared to 14.81% for the control group. These findings highlight VBL's efficacy in overcoming speaking challenges, offering educators a valuable tool for EFL instruction.

Keywords: *Video-Based Learning, TED Talks, EFL, speaking skills, fluency.*

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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Wassalamu'alaikumWarahmatullahiWabarakatuh

Medan, 18 Agustus 2025

The researcher

FitraMaidina Nasution

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Speaking skill holds a central role in English as a Foreign Language (EFL) learning, serving as the primary medium for effective verbal interaction. The importance of this skill is affirmed by Nunan (2003:48), who states that speaking is the most crucial ability as it reflects the use of language as a living communication tool, going beyond mere memorization of rules. Richards (2008:19) adds that speaking allows learners to express meaning directly, making it a key indicator of communicative competence. Without adequate speaking practice, language learning tends to remain static and theoretical, where students might understand grammar but struggle to interact in real-world contexts, a view underscored by Harmer (2007:123). This understanding emphasizes the urgency of effective speaking instruction, especially in the Indonesian EFL context, where students often face barriers such as cultural anxiety and limited exposure to authentic English.

There are some students' problems in learning speaking, such as First, lack of vocabulary. This is a basic issue because vocabulary is the foundation for any spoken expression. Without enough words, students struggle to form meaningful sentences or share their thoughts clearly, which causes frequent stops or unfinished ideas in talks. Thornbury (2002:18) stresses that learning vocabulary is an ongoing process and is vital for speaking smoothly, as it helps learners express themselves more naturally and with confidence. In the Indonesian EFL setting,

this problem gets worse due to little contact with English outside class, where students often depend on memorizing words by heart instead of learning them in real situations, leading to a limited word list that blocks good communication.

Second, difficulty in building sentences. This problem happens when learners find it hard to put words into clear, correct, and natural structures, often because traditional lessons focus too much on strict grammar rules rather than on easy talking. Because of this, students might know single words or rules but can't join them well in quick speech, resulting in broken or strange phrases. Hughes (2012:65) suggests that students must learn to connect ideas during real conversations, which is different from simple grammar practice and needs work on smooth sentence making to boost overall speaking ability.

Third, difficulty in pronunciation. Pronunciation problems are common for EFL learners in Indonesia, mainly because they have little chance to interact with native speakers, which reduces their knowledge of correct tones, stress, and sounds. Weak pronunciation can cause confusion or failed communication, as words might be heard wrong by others. Celce-Murcia, Brinton, & Goodwin (1996:10) highlight that accurate pronunciation is essential to avoid such issues, and without focused practice, students tend to use sounds from their first language, making clear speech even harder.

Fourth, lack of practice. Many students do not get enough chances to have real English talks beyond planned classroom tasks, which are usually fake and do not copy true-life chats. This shortage is made worse by cultural reasons, like worry about mistakes in front of friends, leading to less involvement. Brown

(2007:172) points out the need for a helpful setting where learners feel safe to try the language, as steady practice is key for gaining confidence and changing book knowledge into real speaking skills.

Fifth, lack of school facilities. Poor resources, like unstable internet, old audio-video tools, or not enough digital access, greatly limit the use of active teaching ways that could improve speaking lessons. These limits make teachers stick to old, less interesting methods, putting students at a disadvantage in building spoken skills. Harmer (2007:13) notes that such resource problems are big hurdles to the best language teaching, as they stop the use of tech and fun tools that could offer better learning.

To solve these problems, technology has become more important in modern language teaching, providing new opportunities to improve student communication abilities. Video-Based Learning (VBL) is a powerful tool that has received a lot of attention for its ability to help EFL learners improve their speaking skills. VBL gives students real English examples, interactive listening, and contexts from everyday life. Thomas and Schneider (2020:45) say that videos encourage creativity and create immersive experiences needed for better speaking. By watching videos with native speakers, learners can work on pronunciation, add to their vocabulary, and understand how language is used in situations. Harmer (2007:282) highlights how videos engage students and help them learn through watching and practicing. Using videos in EFL classes can create a fake but real-feeling English environment, which boosts confidence, pronunciation, and interaction skills, as Hughes (2020:110) and Thornbury (2005:120) support. This

fits with today's EFL teaching that focuses on meaningful learning with lots of input, as Crystal (2012:78) points out.

The researcher was very interested in choosing the title "Investigating The Role Of Video-Based Learning In Enhancing Speaking Skills of Efl Learners" because it aims to solve the problems mentioned earlier. This study believes VBL, especially using TED Talks, can be a good fix. TED Talks offer a variety of vocabulary in real contexts, helping students grow their word bank and learn natural sentence structures, which deals with vocabulary shortages and sentence-building issues. Sherman (2003:60) notes that TED Talks include real conversation signs and cultural hints that make them better than simplified EFL materials for pronunciation. These videos show clear native speaking models, which help through copying and watching. VBL can make learning more fun and real, pushing students to practice more, like shadowing or discussing in groups, to overcome lack of practice. Even with tech limits in schools, TED Talks can be downloaded for offline use or watched on basic devices, making it flexible. Anderson (2016:95), TED's founder, says the platform is made for sharing ideas effectively, perfect for authentic learning material. So, this research looks at how well VBL with TED Talks works to improve EFL speaking, focusing on fluency from real input, vocabulary in context, and confidence from fake real-life talks.

1.2. The Identification of the Problem

After describing the background of the problem above, the researcher identifies the main issues as follows:

1. TheStudents difficulties in speaking.

2. The effect of using VBL (TED Talks) method taught to the students.

3. The effective of VBL (TED Talks).

1.3. The Scope and Limitation

This study focuses on improving the speaking skills of EFL students at a selected senior high school, specifically targeting fluency, pronunciation, vocabulary, and confidence. The study's intervention is Video-Based Learning (VBL) using only TED Talks, with speaking activities set in social, academic, and professional contexts.

1.4. The Formulation of the Problem

Based on the background of the problem above, formulation of the problem in this study is as follows:

1. what are some students difficulties in speaking?

2. which one is higher the student achievement taught by using video ted talks or the students achievement taught by using text book?

3. how effective is video-based learning (TED Talks) in improving speaking skills?

1.5. The Objective of The Study

Based on the formulation of the problem above, the objective in this study is as follows:

1. To identify the specific difficulties encountered by students in speaking English.

2. To compare the student achievement in speaking skills when taught using Video-Based Learning (TED Talks) versus when taught using textbooks.

3. To investigate the effectiveness of Video-Based Learning (TED Talks) in improving the speaking skills of EFL learners.

1.6. The Significance of the Study

By conducting this research, the researcher hopes that this research can provide benefits to various parties. Here are some of the benefits of this study:

1. Theoretical

The benefit of this study is to provide a source of knowledge about the use of video-based learning (VBL) in improving English speaking skills, especially through TED Talks materials.

2. Practical

The benefit of this study is that it can be useas a guide for EFL students in utilizing videos to practice English speaking skills, as a reference for other researchers who want to conduct similar research on video-based learning, and provide new understanding for readers about the effectiveness of TED Talks as a learning medium for speaking skills.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

2.1.1. Speaking Skills in EFL Learning

Speaking skills in EFL contexts involve the ability to orally express thoughts, ideas, and emotions using English in a way that is comprehensible to others. Richards (2019) emphasizes that speaking is not merely the production of sounds but a complex skill requiring the integration of phonological, lexical, and syntactic knowledge with pragmatic awareness. For EFL learners, this means mastering both the mechanics of language and its situational appropriateness, such as turn-taking in conversations or adjusting tone for formality. speaking encompasses not just linguistic competence but also sociocultural appropriateness and strategic communication (Luoma, 2020).Speaking is often regarded as the most tangible indicator of language proficiency, reflecting a learner's ability to apply linguistic knowledge in real-world settings. Nation (2020) argues that speaking fosters deeper cognitive engagement, as it requires immediate processing and production, unlike passive skills like listening or reading. Goh and Burns (2021) further note that speaking proficiency enhances employability and social integration, particularly in globalized contexts where English serves as a lingua franca. For EFL learners, it transforms language from an academic subject into a practical tool for interaction.

a. Problems Faced by EFL Learners in Speaking

EFL learners face multifaceted challenges in speaking, ranging from psychological barriers to linguistic deficiencies. Sari and Sari (2022) identify pronunciation difficulties and limited vocabulary as primary hurdles for Indonesian learners, compounded by infrequent exposure to native speakers. Mendez Lopez (2020) highlights language anxiety as a significant inhibitor, with learners fearing judgment over errors in grammar or accent. Additionally, traditional classroom settings often prioritize written skills, leaving speaking practice underdeveloped (Young, 2022). These issues result in a gap between theoretical mastery and oral fluency.

b. Aspects of Speaking Skills

Effective speaking comprises several interrelated components:

1. Fluency: The capacity to maintain a natural flow of speech with minimal hesitation (Nation, 2020). Fluency is often disrupted by overthinking grammatical rules.

2. Pronunciation: The clear production of sounds, stress, and intonation patterns, which affects intelligibility (Derwing& Munro, 2019). Mispronunciation can lead to communication breakdowns.

3. Vocabulary: The selection of precise and contextually appropriate words (Richards, 2019). Limited lexical range restricts expressiveness.

4. Grammar: The accurate use of syntactic structures to convey meaning (Goh & Burns, 2021). Overemphasis on perfection can hinder spontaneity.

5. Interactional Competence: The skill to navigate conversations, including responding appropriately and managing discourse (Young, 2022). This includes cultural nuances often absent in textbook drills.

2.1.2. Components of Language Teaching: Approach, Method, Strategy, and Technique

Language teaching consists of four interrelated components: approach, method, strategy, and technique. These elements form a hierarchy of instructional planning, starting from theoretical beliefs to practical classroom applications (Anthony, 1963:63).

An approach is the broadest level, referring to a set of theoretical principles that underpin language learning and teaching. According to Richards and Rodgers (2014:90), an approach reflects assumptions about the nature of language and language acquisition. For example, the Communicative Language Teaching (CLT) approach assumes that language is best learned through communication and meaningful interaction, with an emphasis on fluency, contextual language use, and learner autonomy.

A method operationalizes an approach by outlining the procedures and sequence of learning. Ellis (2003:10) defines method as a systematic plan for classroom instruction based on an approach's goals. The method adopted in this study is task-based learning, which emphasizes the use of authentic tasks (e.g., discussion, video analysis, presentations) to promote communication and real-life language use in the classroom.

A strategy is a more specific plan or device within a method, used to help learners achieve their objectives. Oxford (1990 : 8) defines strategies as "specific actions, behaviors, steps, or techniques students use to improve their progress in developing language skills." In this research, Video-Based Learning (VBL) is identified as a strategy. VBL helps students develop speaking skills by exposing them to authentic spoken input (such as TED Talks), encouraging critical listening, imitation, and interaction. As a strategy, VBL supports task-based learning by providing input that is authentic, engaging, and communicative.

Finally, a technique is the most concrete level, referring to the specific classroom activities that implement the strategy. Brown (2007:15) defines technique as "any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives." In this study, techniques include shadowing, oral presentation, and group discussions, all of which are aligned with the VBL strategy and the communicative goals of the method and approach.

In the context of this study, Video-Based Learning (VBL) using TED Talks is positioned as a strategy within the broader framework of task-based language teaching, which itself is grounded in communicative language teaching principles. This strategic choice is particularly appropriate for developing speaking skills as it provides learners with multiple benefits: exposure to authentic language models, opportunities for meaningful practice, and motivation through engaging content. The implementation of this strategy involves specific techniques such as guided viewing activities, structured note-taking, focused

pronunciation practice through shadowing, and content-based discussions that require learners to synthesize and express ideas drawn from the video material.

2.1.3. Video-Based Learning (VBL)

Video-Based Learning (VBL) is an educational strategy that employs video content to deliver instruction, leveraging multimedia to engage learners visually and aurally. Mayer (2021) defines VBL as a form of active learning where dynamic visuals and spoken language stimulate cognitive processing more effectively than static text alone. In EFL contexts, VBL provides a platform for learners to observe and emulate real-life language use, bridging classroom exercises with authentic communication.

Historically, the evolution of VBL has paralleled technological advancements and shifting pedagogical paradigms. Sherman (2003:60-63) traces this development from the use of basic filmstrips in mid-20th century language laboratories to today's sophisticated digital platforms. This technological progression has been accompanied by a conceptual shift in language teaching methodologies, moving from behaviorist repetition drills to more communicative, input-rich approaches that emphasize authentic language use (Richards & Rodgers 2014:90). Contemporary VBL implementations particularly benefit from Hughes' (2020:43) research on authenticity in language materials, which demonstrates that exposure to unscripted, natural language samples significantly improves learners' communicative competence.

The pedagogical implementation of VBL typically follows a carefully structured three-phase framework grounded in empirical research. The pre-viewing phase, as examined by Mayer (2021:102), focuses on activating learners' prior knowledge and establishing clear learning objectives. During the viewing phase, Hughes (2020:47) recommends employing focused tasks that direct attention to specific linguistic features while maintaining overall comprehension. The post-viewing phase extends learning through productive activities, with Al-Khasawneh's (2021:572) research showing particular success with task-based applications that require learners to creatively use the language they've encountered.

Technological considerations play a crucial role in effective VBL implementation. Al-Khasawneh (2021:570) identifies accessibility as a primary concern, particularly in contexts with limited technological infrastructure. Mayer's (2021:110-115) principles of multimedia design offer guidance on optimal video length, pacing, and presentation formats to maximize learning outcomes while minimizing cognitive overload. Recent studies by Lestari and Santoso (2024:205) and Susanti and Retnaningdyah (2023:28) have expanded assessment methodologies in VBL environments, demonstrating the effectiveness of self-assessment for pronunciation improvement and peer evaluation for speaking tasks respectively.

a. **Benefits of Using Videos in Language Learning**

VBL offers numerous advantages, including exposure to native speaker models, contextualized language use, and enhanced engagement. Thomas and

Schneider (2020) assert that videos provide "rich input," combining verbal content with visual cues like body language, which aids comprehension and retention. One of the main advantages of VBL is its ability to expose learners to native speaker models and real-life language use. As Thomas and Schneider (2020, p. 71) suggest, videos offer "rich input" by combining verbal and non-verbal cues such as tone, body language, and facial expressions. This helps learners understand not only what is said but how it is said. Another benefit is that videos increase student motivation and engagement, especially when the content is relevant or inspiring (Wang & Winstead, 2022, p. 58). VBL also supports comprehension by providing visual context, which aids learners in interpreting meaning (Hughes, 2020, p. 43).Wang and Winstead (2022) found that learners using VBL reported higher motivation, as videos break the monotony of traditional lessons. Furthermore, videos allow repeated viewing, enabling learners to refine pronunciation and mimic intonation at their own pace (Hughes, 2020).

b. Characteristics of Effective Video-Based Materials

For VBL to succeed, materials must be carefully selected. Hughes (2020) outlines key traits: authenticity (reflecting real-world language), clarity (high-quality audio-visuals), relevance (content matching learners' interests and levels), and interactivity (opportunities for response or practice). Mayer (2021) adds that effective videos should avoid cognitive overload by balancing complexity with brevity, ensuring learners can process information without distraction. Subtitles or transcripts can further support lower-proficiency learners.

c. Challenges in Implementing Video-Based Learning

Despite its benefits, VBL faces practical and pedagogical challenges. The advanced vocabulary, fast delivery, and abstract topics in some talks may be overwhelming for lower-level learners (Thomas & Schneider, 2020, p. 76). Additionally, not all content is pedagogically structured, requiring teachers to create supplemental materials to support comprehension and engagement. Al-Khasawneh (2021) notes technological barriers, such as unreliable internet or outdated equipment, particularly in developing regions like Indonesia. Teachers may also lack training in integrating videos effectively, leading to passive viewing rather than active learning (Mayer, 2021). Additionally, selecting videos that align with curriculum goals and learners' linguistic needs requires significant preparation, and irrelevant content can disengage students (Thomas & Schneider, 2020).

2.1.4. TED Talks as Video-Based Learning Material

a. History and Concept of TED Talks

TED Talks originated in 1984 as a conference focused on Technology, Entertainment, and Design, evolving into a global platform for sharing innovative ideas through concise, compelling talks. Anderson (2020) describes TED Talks as a blend of storytelling and expertise, delivered by diverse speakers in 18-minute-or-less formats, freely accessible on YouTube since 2006. Their accessibility and variety make them a valuable resource for educational purposes, including language learning.

The pedagogical value of TED Talks stems from several key characteristics identified by researchers. Sari and Putri (2022:12) highlight how the talks' combination of visual aids, clear speech patterns, and emotional engagement creates an optimal learning environment. The speakers' use of rhetorical devices, including repetition, metaphors, and dramatic pauses, provides excellent models for developing speaking fluency (Susanti &Retnaningdyah 2023:27). Moreover, the diversity of speakers and topics exposes learners to various accents, communication styles, and cultural perspectives, addressing what Canagarajah (2007:930) identifies as crucial elements of intercultural communicative competence.

Figure 2. 1. TED Talks

b. Advantages of Using TED Talks in EFL Learning

TED Talks stand out for their authenticity and motivational appeal. Sari and Putri (2022) highlight that they expose learners to unscripted speech

features—hesitations, rhetorical devices, and natural pacing—unlike sanitized EFL materials. They also cover diverse topics (e.g., science, culture, personal growth), enriching vocabulary and cultural knowledge. Susanti and Retnaningdyah (2023) emphasize that TED Talks' inspirational tone boosts learners' confidence, encouraging them to emulate speakers' expressive styles.the availability of interactive transcripts and subtitles in multiple languages makes the content accessible to learners at different proficiency levels (Mayer 2021:215).

c. Research Findings Related to TED Talks and Language Learning

Recent studies underscore TED Talks' efficacy in EFL settings. Sari and Putri (2022) reported that Indonesian learners using TED Talks improved their fluency by 18% over eight weeks, attributing gains to shadowing exercises. Susanti and Retnaningdyah (2023) found a 25% increase in pronunciation accuracy among learners who practiced with TED Talks, thanks to exposure to varied accents. Additionally, Lestari and Santoso (2024) noted that TED Talks reduced speaking anxiety by providing relatable role models, enhancing learners' willingness to speak.

2.2. Relevant Studies

Previous research highlights the effectiveness of video-based learning (VBL) and TED Talks in enhancing EFL students' speaking skills through authentic input, increased motivation, and reflective practice. Ismaili and Hoxha (2021) conducted an experimental study with 60 Albanian EFL learners, finding that VBL improved speaking fluency by 18% compared to traditional methods, emphasizing the role of videos in providing contextual input and boosting

engagement. Similarly, Fitria (2023) investigated VBL's impact on 50 Indonesian high school students using pre- and post-tests, reporting a 20% improvement in pronunciation and interactional skills, though rural students faced access barriers. Focusing on TED Talks, Sari and Putri (2022) explored their effect on 40 Indonesian EFL undergraduates through a quasi-experimental design, revealing significant gains in vocabulary ($p < .05$) and confidence due to the talks' authentic and inspiring nature. Meanwhile, Wang and Winstead (2022) examined 70 Chinese EFL learners using video recordings for self-assessment, finding increased motivation and a 15% improvement in oral performance, underscoring VBL's reflective potential. Additionally, Al-Khasawneh (2021) integrated TED Talks into a 10-week course for 45 Jordanian EFL students, with a paired t-test showing significant pronunciation improvement ($t = 3.45$, $p < .01$), highlighting the value of authentic input. Collectively, these studies support the efficacy of VBL and TED Talks in improving fluency, pronunciation, vocabulary, and confidence among EFL learners, though challenges like technology access warrant consideration.

2.3.   Conceptual Framework

As the researcher, I design VBL to create an interactive learning environment. TED Talks, with their authentic language, clear audio, and motivational narratives, provide engaging English models that inspire students (Anderson, 2019, p. 112). These videos help students practice pronunciation, learn vocabulary, and gain confidence by observing articulate speakers, as discussed in

the subbab on TED Talks in Bab II. This approach relies on Communicative Language Teaching (CLT), which promotes meaningful communication (Richards & Rodgers, 2014, p. 89), and Social Learning Theory, which states students learn by imitating credible speakers like those in TED Talks (Bandura, 1977, p. 22).

The study uses VBL with TED Talks to enhance speaking skills through a quasi-experimental design. It includes a pretest, treatment, and posttest. The pretest, an oral test, assesses students' initial speaking abilities. During the treatment, which occurs over several sessions, the experimental group participates in VBL activities. These activities include shadowing, where students mimic TED Talk speakers to improve pronunciation and fluency, and discussions, where students use video content to practice vocabulary and build confidence. The control group receives traditional textbook-based instruction. The posttest, identical to the pretest, evaluates improvements in speaking skills. The researcher compares scores from both tests to determine if VBL with TED Talks outperforms conventional methods.

This conceptual framework shows how VBL with TED Talks enhances Indonesian EFL students' speaking skills. It draws on the subbab in Bab II about speaking skills, which defines fluency, pronunciation, vocabulary, and confidence, VBL, which highlights its communicative benefits, and TED Talks, which emphasizes their authentic and motivational features. The framework also considers the classroom process, where students engage in active, communicative tasks supported by TED Talks, and factors like student motivation and my role as the researcher. The study seeks to prove that VBL with TED Talks significantly

improves speaking skills, as supported by studies showing enhanced fluency and confidence (Sari & Putri, 2022, p. 15; Susanti &Retnaningdyah, 2023, p. 28).

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                    ┌─────────────────────────┐
                    │        Pretest          │
                    │ Speaking Skills Assessment│
                    └─────────────────────────┘
        ┌──────────────────┐    │    ┌──────────────────────┐
        │ Experimental Group│         │    Control Group     │
        │ VBL WITH TED Talks│         │ Traditional Textbook │
        │                   │         │ Conventional Teaching│
        └──────────────────┘         └──────────────────────┘
                    ┌─────────────────────────┐
                    │        Posttest         │
                    │ Speaking Skills Assessment│
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │     Data Comparison     │
                    │   Statistical Analysis  │
                    └─────────────────────────┘
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                    │     Research Result     │
                    │   Effectivness of VBL   │
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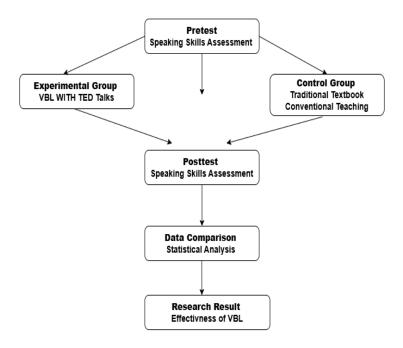
Figure 2. 2. Coseptual Framework

2.4. Hypothesis

Based on the conceptual framework, the following hypotheses guide the study:

1. Alternative Hypothesis (Ha): Video-Based Learning (TED Talks) significantly improves EFL learners' speaking skills compared to traditional learning methods, as measured by fluency, pronunciation, vocabulary use, and confidence.

2. Null Hypothesis (Ho): There is no significant difference in speaking skills (fluency, pronunciation, vocabulary, confidence) between EFL learners taught using Video-Based Learning (TED Talks) and those taught using traditional learning methods.

CHAPTER III

METHOD OF RESEARCH

This study investigated the effectiveness of Video-Based Learning (VBL) using TED Talks in enhancing the speaking skills of English as a Foreign Language (EFL) students. This chapter provided a detailed and systematic overview of the research methodology, covering the time and context, research design, population and sampling, variables and indicators, instruments, data collection techniques, and data analysis procedures. Each subsection was designed to ensure that the methods were rigorous, replicable, and aligned with the study's objective of evaluating VBL's impact on EFL speaking skills in an Indonesian high school setting.

3.1. Location And Time

This study was conducted at SMA N 4 Kisaran, located at Jl. Pondok Indah No. 1, Sei Renggas, Kec. Kota Kisaran Barat, KabupatenAsahan, North Sumatra, Indonesia. The study spanned from April to July 2025, covering the pretest, treatment implementation, and posttest administration for both groups. As of May 2025, the research was in progress, with data collection beginning in April 2025 and expected to conclude by July 2025. Creswell (2014:189) stated that "the setting and timeline of a study influence its design and interpretation, grounding the research in a specific context". Conducting the study in a natural classroom ensured ecological validity, reflecting real-world EFL teaching scenarios. The 2025 timeframe aligned with trends in technology-enhanced learning, supporting the use of TED Talks' offline-accessible videos to address connectivity

challenges. The extended duration allowed sufficient time for the VBL intervention, including shadowing and discussions, to enhance fluency, pronunciation, vocabulary, and confidence. Indonesia's collectivist culture, which may have increased speaking anxiety (Mendez Lopez, 2020, p. 45), underscored the study's focus on confidence-building through motivational video content.

3.2. Research Design

This research employed a quasi-experimental design involving two classes: an experimental group and a control group. The experimental group was taught speaking skills using Video-Based Learning (VBL) with TED Talks, while the control group received instruction through a conventional textbook-based method, as typically practiced by the teacher. Both groups underwent a pretest, treatment (or conventional teaching), and posttest. This design used an intact group pretest-posttest approach to compare the effectiveness of VBL against the conventional method in enhancing speaking skills. The goal was to investigate the application and impact of VBL (TED Talks) in improving EFL learners' speaking abilities.Gay et al. (2011) explain that this design is ideal for educational research when randomization is impractical, as it allows researchers to study interventions in natural classroom environments while controlling for initial differences through pretesting (p. 258). In this study, the design suits Indonesian EFL classrooms, where reorganizing students is infeasible, and the pretest-posttest approach ensures valid comparisons. This method's strength lies in its practical application, enabling findings relevant to typical EFL teaching contexts.

The research adopts a pretest-posttest control group design, structured as follows:

Table 3. 1. Experimental Class

GROUP	Pre-Test	Treatment	Post-Test
Experimental	O1	X (VBL using TED Talks)	O2
Control	O3	– (Textbook-based)	O4

Explanation :

O1   : Pretest for the experimental group (baseline speaking skills).

X   : Treatment (VBL using TED Talks).

O2   : Posttest for the experimental group (speaking skills after intervention).

O3   : Pretest for the control group (baseline speaking skills).

    : Conventional teaching (textbook-based method, no video).

O4   : Posttest for the control group (speaking skills after conventional teaching).

This quasi-experimental design is suitable for comparing the effectiveness of VBL in a natural classroom setting while using a control group to strengthen the evidence of its impact (Gay et al., 2011). The pretest (O1 and O3) establishes baseline speaking skills, followed by the treatment phase (VBL for experimental, conventional for control), and the posttest (O2 and O4) evaluates outcomes.

3.3. Population and sample

The population of this research comprises all Class XI students at SMA N 4 Kisaran, North Sumatra. The sample consists of 60 students from two Class XI

classes, selected using purposive sampling. Each class includes 30 students: one class serves as the experimental group, and the other as the control group. Gay (1981:129) explains, "Purposive sampling allows researchers to select subjects who are representative of the population and meet the specific requirements of the study". These classes were chosen due to their accessibility, comparable academic levels, and representativeness of typical EFL learners facing speaking challenges.

3.4. Research Variable and Indicators

3.4.1. Independent Variable

The independent variable is the factor that influences the dependent variable. In this research the independent variable is Video-Based Learning (VBL), utilizing authentic video such as TED Talks.

3.4.2. Dependent Variable

The dependent variable is the outcome affected by the independent variable. Here , it is the students' speaking skills.

3.4.3. Research Indicator

The indicator of this research measure enhancements in students' speaking skills focusing on :

Fluaency : the ability to speak smoothly with minimal hesitation.

Vocabulary : the use of appropriate and varied words in context

Pronunciation: The clarity of sound production, stress, and intonation patterns

Confidence: The level of self-assurance and reduced anxiety in speaking, reflected in willingness to speak and express ideas

3.5. Research Instrument

A speaking test serves as the primary research instrument, administered during the pretest and posttest phases for both the experimental and control groups. The pretest, conducted at the first meeting, assesses students' baseline speaking abilities. The posttest, held at the final meeting, evaluates improvements following the intervention or conventional teaching.

1. Pretest: Students in both groups perform a speaking task, such as describing a personal experience, to gauge initial pronunciation, fluency, vocabulary, and confidence.

2. Treatment:

   a. Experimental Group: Over four meetings, students engage with VBL by watching TED Talks, practicing shadowing, and discussing content.

   b. Control Group: Over the same period, students are taught using the conventional textbook-based method without video.

3. Posttest: Students in both groups perform a similar speaking task to measure progress.

Scoring rubrics adapted from Harmer (cited in Sugiarti, 2014) are used to assess fluency and vocabulary:

a. Table Pronunciation

Table 3. 2. Pronunciation scoring

CLASSIFICATION	SCORE	CRITERIA
Excellent	85-100	Near-native pronunciation, clear sounds, accurate stress and intonation
Good	65-84	Generally clear pronunciation, minor errors in stress or intonation
Fair	45-64	Frequent pronunciation errors, affects intelligibility
Poor	00-44	Severe pronunciation errors, difficult to understand

b. Table Fluency

Table 3. 3. fluency scoring

CLASSIFICATION	SCORE	CRITERIA
Excellent	85-100	Speaks smoothly with no hesitation
Good	65-84	Speaks fairly smoothly, minor pauses
Fair	45-64	Speaks wih frequent hesitations.
Poor	00-44	Lack smoothness.

c. Table vocabulary

Table 3. 4. Vocabulary scoring

CLASSIFICATION	SCORE	CRITERIA
Excellent	85-100	Uses varied, accurate vocabulary
Good	65-84	Uses edequate vocabulary, view errors
Fair	45-64	Uses limited vocabulary, some errors.
Poor	00-44	Uses basic and incorrect vocabulary.

(Harmer cited in Sugiarti, 2014)

d. Table Confidence

Table 3. 5. Confidence scoring

CLASSIFICATION	SCORE	CRITERIA
Excellent	85-100	Speaks with high confidence, no anxiety, eager to express ideas
Good	65-84	Speaks with moderate confidence, minor anxiety, willing to speak
Fair	45-64	Speaks with noticeable anxiety, hesitates to express ideas
Poor	00-44	Lacks confidence, high anxiety, avoids speaking

3.6. Technique of Data Collection

Data collection, as defined by Musdalifah (2018:45), is "the systematic process of gathering and measuring information on specific variables to address research questions and evaluate outcomes". In this research, data was collected through a structured sequence of pretest, treatment, and posttest phases for both the experimental and control groups to investigate the effectiveness of VBL in enhancing EFL learners' speaking skills. The process is detailed as follows:

1. Pretest: The pretest assesses the baseline speaking abilities of students in the experimental (O1) and control (O3) groups before any intervention. This step establishes a reference point for comparison.

2. Treatment: Experimental Group: The independent variable—Video-Based Learning—is implemented using TED Talks, selected for their clear audio, diverse topics, and native-speaker delivery, to enhance pronunciation, fluency, vocabulary, and confidence.

The treatment is structured over four meetings:

a. Meeting 1: Students watch a TED Talk, focusing on fluency and vocabulary, and take notes.

b. Meeting 2: Students practice shadowing to improve pronunciation and fluency.

c. Meeting 3: Students discuss the video content in pairs or groups, applying new vocabulary.

d. Meeting 4: Students present a short speech inspired by the video, recorded for assessment.

3. Control Group: Students receive conventional textbook-based instruction over the same period, focusing on speaking exercises without video content.

4. Posttest: A posttest, identical to the pretest, is administered to both the experimental (O2) and control (O4) groups to measure improvements in pronunciation, fluency, vocabulary, and confidence, determining the effectiveness of VBL compared to the conventional method.

The process is outlined in the table below, detailing activities for the experimental group (using VBL with TED Talks) and the control group (using conventional textbook-based instruction).

Table 3. 6. Activities experimental group and the control group

Phase	Meeting	Experimental Group (VBL with TED Talks)	Control Group (Conventional Method)	
pretest	-	Task: 2-minute oral monologue (choose one topic: a holiday, a challenge, or a happy moment). Goal: Assess baseline speaking ability (O1).	Task: Same monologue topics and procedures for baseline assessment (O3).	2x45
treatment	1	TED Talk: "The Power of Vulnerability" –	Content: Descriptive text: "My Favorite	

		Brené Brown	Person"	
		Content: Vocabulary: vulnerability, empathy, resilience Activities: Watch video, take notes, shadowing, pair discussion	Activities: Read and analyze text, identify vocabulary, construct sentences orally	2x45
	2	TED Talk: New segment of Brené Brown's talk Content: Vocabulary: authenticity, shame Activities: Shadowing practice, mini-presentations	Content: Grammar focus – Simple Present Tense & adjectives Activities: Grammar drills, sentence construction, pair speaking practice.	2x45
	3	TED Talk: "How to Make Stress Your Friend" – Kelly McGonigal Content: Vocabulary:	Content: Free speaking activity: "Things I Enjoy" Activities: Open-ended speaking	2x45

		stress, mindset, coping Activities: Group discussion, role-play	tasks, peer sharing, Q&A	
	4	TED Talk: 2-minute review segment of McGonigal's talk Content: Speech delivery tips and vocabulary review Activities: Prepare & record final speech	Content: Final individual presentation: "A Personal Experience" Activities: Prepare and present speech orally in front of class	2x 45
posttest		Task: 2-minute oral monologue on a new personal topic (e.g., event attended, helping someone, a goal achieved) Goal: Assess final speaking ability (O2)	Task: Same format and procedure to measure post-intervention progress (O4)	2x 45

The pretest establishes a reference point for comparison, the treatment tests the independent variable (VBL vs. conventional method), and the posttest determines VBL's effectiveness in improving speaking skills.

3.7. Technique of Data Analysis

The data, collected through pretest and posttest speaking tests from both groups, is analyzed quantitatively to evaluate the effectiveness of VBL in improving students' speaking skills. The analysis involves descriptive and inferential statistics, with the following steps:

Sudijono (2003) asserts, "Quantitative analysis in educational research relies on statistical methods to measure and compare outcomes, providing empirical evidence of an intervention's impact

1. Calculating Individual Scores

Pretest and posttest scores are calculated based on the fluency and vocabulary rubrics (Tables 3.5.1 and 3.5.2). For each student, the overall speaking score is the average of fluency and vocabulary scores:

$$\text{Overal speaking Skills} = \frac{\text{Pronunciation Score+Fluency Score+Vocabulary Score+Confidence Score}}{4}$$

Scores range from 0 to 100 (Gay, 1981).

2. Descriptive Analysis

Mean scores for pretest and posttest are computed for both groups:

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

Where:

X = means score

ΣX = Sum of all students' scores

(N) = Number of students per group (30)

Additional measures (median, mode, standard deviation) may be calculated to describe data distribution (Sudijono, 2003).

3. Percentage Improvement

The percentage improvement is calculated for each group :

$$P = \frac{Xpost - Xpre}{Xpre} \times 100\%$$

Where:

(P) = Percentage improvement

Xpost = Mean posttest score (O2 or O4)

Xpre= Mean pretest score (O1 or O3)

4. Normality and Homogeneity Tests:

1. Normality Test: A Shapiro-Wilk test assesses whether the data is normally distributed ($p > 0.05$ for normality).

2. Homogeneity Test: A Levene's test ensures the variance between groups is equal ($p > 0.05$ for homogeneity). These tests determine the appropriate inferential analysis (Gay et al., 2011).

5. Inferential Analysis

      If data is normal and homogeneous: An independent t-test compares the posttest scores (O2 vs. O4) between the experimental and control groups for each indicator (pronunciation, fluency, vocabulary, confidence) and the overall speaking score:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\dfrac{s_1^2}{n_1} + \dfrac{s_2^2}{n_2}}}$$

Where :

X_1 : Mean posttest score of experimental group (for each indicator or overall)

X_2 : Mean posttest score of control group (for each indicator or overall)

$S_{2/1}$ $S_{2/2}$: Variance of each group

N_1, N_2 : Number of students per group (30)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the study investigating the The Role of Video-Based Learning (VBL) using TED Talks in enhancing the speaking skills of English as a Foreign Language (EFL) students at SMA N 4 Kisaran, Asahan, North Sumatra. Conducted from April to July 2025, the study employed a quasi-experimental design with an experimental group (using VBL with TED Talks) and a control group (using conventional textbook-based instruction). Data were analyzed quantitatively through individual score calculations, descriptive analysis, percentage improvement, normality and homogeneity tests, and inferential analysis using an independent t-test. The findings are presented in the following sub-sections, followed by a discussion that interprets the results and connects them to the theoretical framework and relevant studies.

4.1. Description of Research Findings

This section details the research findings, covering the trends of research variables, testing of data requirements, and hypothesis testing. Each result is explained comprehensively, incorporating the pretest and posttest data for both groups.

4.1.1. Overview of Research Variables Results

The dependent variable in this study is students' speaking skills, measured through four indicators: pronunciation, fluency, vocabulary, and confidence. The

trends of these variables were analyzed by comparing the mean pretest and posttest scores of the experimental group (30 students using VBL with TED Talks) and the control group (30 students using conventional textbook-based instruction) at SMA N 4 Kisaran. The overall pretest and posttest scores for each student were calculated as the average of the four indicators.

1. **Control Group (30 Students)**

The mean pretest score was 55.32, calculated as the total of all pretest overall scores (1659.5) divided by 30 students. The mean posttest score was 63.5, calculated as the total of all posttest overall scores (1905) divided by 30 students. Based on the scoring rubric, the pretest score falls within the "Fair" category (45-64), indicating challenges such as unclear pronunciation, frequent hesitations, limited vocabulary, and low confidence. The posttest score improved to the "Good" category (65-84), suggesting moderate progress with conventional instruction.

2. **Experimental Group (30 Students):**

The mean pretest score was 56.75, calculated as the total of all pretest overall scores (1702.5) divided by 30 students. The mean posttest score was 74.5, calculated as the total of all posttest overall scores (2235) divided by 30 students. The pretest score is in the "Fair" category, while the posttest score falls within the "Good" category, reflecting significant improvement after the VBL intervention.

The detailed pretest and posttest scores for both groups, with student names replaced by initials, are as follows

Table 4. 1. Pretest Postest - Control Group

Initial name students	Pretest Overall	Posttest Overall
A.P.	56	63.5
A.S.	53.5	61.5
A.N.A.	58	65.5
A.D.F.	52.5	60.5
A.R.	55.5	62.5
A.Y.P.	57	64.5
A.D.P.	54.5	61.5
B.F.	56	63.5
C.M.	53.5	60.5
C.D.A.	55.5	62.5
D.A.	57	64.5
F.A.	54.5	61.5
F.S.	56	63.5
G.P.A.H.	53.5	60.5
H.A.Z.	55.5	62.5
I.A.S.	58	65.5
M.L.A.	52.5	60.5
M.N.A.	56	63.5
M.Z.A.H.	54.5	61.5
M.Z.A.H.	57	64.5
M.D.	55.5	62.5
M.S.	53.5	60.5
M.K.	56	63.5
M.S.	54.5	61.5
N.S.	55.5	62.5
N.P.	57	64.5
N.S.M.H.	54.5	61.5
N.D.A.	57	64.5
P.K.Y.B.	55.5	62.5
R.T.J.	56	63.5
Total	1659.5	1905
Mean	55.32	63.5

Table 4. 2. Pretest Postest - Experimental Group

Initial name students	Pretest Overall	Posttest Overall
A.P.S.	56.75	74.5
A.A.	54.5	71.5
D.A.A.H.	59	76.25
D.A.P.	53.5	70.5
D.R.A.	56.5	73.5
F.B.	58	75.25
F.A.M.	52.5	69.5
F.B.P.	55.5	72.5
H.P.	57	74.25
I.Y.Z.	54.5	71.5
K.A.	56	73.25
L.N.	53.5	70.5
M.F.A.	59	76.25
M.R.	55.5	72.5
M.R.	57	74.25
M.K.	54.5	71.5
M.J.S.	56.5	73.5
M.Z.	58	75.25
M.R.S.	52.5	69.5
M.S.	55.5	72.5
N.R.S.	57	74.25
N.A.A.	54.5	71.5
R.W.	53.5	70.5
R.A.	59	76.25
S.A.S.	55.5	72.5
S.A.H.	57	74.25
S.D.A.	54.5	71.5
T.U.	56.5	73.5
V.H.	58	75.25
W.K.	56.75	74.5
Total	1702.5	2235
Mean	56.75	74.5

The overview of the research variables indicates that the experimental group achieved a more substantial improvement in speaking skills compared to the control group after the VBL intervention. The control group's mean pretest score of 55.32 increased to 63.5 posttest, showing moderate progress from "Fair" to "Good" with conventional methods. The experimental group's mean pretest score of 56.75 rose significantly to 74.5 posttest, moving from "Fair" to "Good" with notable gains across all indicators.

4.1.2. Testing of Data Requirements

This sub-section presents the results of data requirement tests, including individual score calculations, descriptive analysis, percentage improvement, normality and homogeneity tests, and inferential analysis, using the incorporated pretest and posttest data.

a. Calculating Individual Scores

Results:

Individual speaking scores were calculated as the average of the four indicators (pronunciation, fluency, vocabulary, and confidence) for both pretest and posttest.

Overal Speaking skills :

$$\frac{pronunciation + Fluency + Vocabulary + Confidence}{4}$$

Overal Speaking skills : $\dfrac{74 + 75 + 73 + 76}{4} = 74,5$

Control Group:

A.P.:   (54 + 53 + 53 + 54) / 4 = 53.5 (pretest);

(62 + 63 + 64 + 65) / 4 = 63.5 (posttest).

Experimental Group:

A.P.S.: (58 + 56 + 59 + 54) / 4 = 56.75 (pretest);

(74 + 75 + 73 + 76) / 4 = 74.5 (posttest).

This method ensures a balanced assessment of speaking skills, aligning integration of linguistic and non-linguistic components. The rubric maintains consistency, with scores reflecting a stronger shift in the experimental group from "Fair" to "Good."

b.   Descriptive Analysis

This sub-section conducts a thorough descriptive analysis to summarize the central tendencies of the speaking skill scores obtained from the pretest and posttest assessments for both the control and experimental groups, providing a foundational understanding of the data's distribution and the intervention's preliminary impact. The analysis centers on calculating the mean score for each group, which serves as a key indicator of average performance across the four evaluated components—pronunciation, fluency, vocabulary, and confidence. The mean is derived using the formula $X = \frac{\sum x}{n}$, where (X) represents the mean score, $\sum x$ is the sum of all individual overall scores within the group, and (n) is the number of students (30 for each group in this study). This statistical measure allows for a concise yet representative overview of the group's performance, facilitating a comparative analysis between the control group, which relied on

conventional textbook-based instruction, and the experimental group, which utilized VBL with TED Talks.

$$X = \frac{\in}{n}$$

X Control
$X \ Control\_ Pre \qquad = \frac{1659,5}{30} = 55,32$

$X \ Control\_ Post \qquad = \frac{1905}{30} = 63,5$

X Experimental
$X \ Experimen \_ Pre \ = \frac{1702,5}{30} = 56,75$

$X \ Experimen \_ Pre = \frac{2235}{30} = 74,5$

Based on the data provided, the control group's total pretest overall score is 1659.5, leading to a mean score of 1659.5 ÷ 30 = 55.32. Post-intervention, the control group's total posttest score is 1905.0, yielding a mean of 1905.0÷30= 63,5 , indicating a moderate improvement into the "Good" category (65-84), attributable to standard instructional methods. For the experimental group, the pretest total score was 1702.5, resulting in a mean   of1702.5 ÷ 30 = 56,75, still within the "Fair" category, while the posttest total score of 2235.0 (consistent with prior data) gives a mean of 2235.0 ÷ 30 = 74.5, a significant lead into the "Good" category. This analysis reveals that while both groups improved, the experimental group's greater mean increase (from 56.75 to 74.5) compared to the control group (from 55.32 to 63.5) hints at the enhanced effectiveness of VBL, likely due to the authentic language exposure and

motivational content of TED Talks, findings on multimedia's role in pronunciation and confidence development.

The updated results are presented in Table 4.3, which has been revised to reflect the new pretest total for the experimental group, ensuring a more accurate representation of the data and facilitating a reliable comparison that underpins subsequent inferential analyses.

Table 4. 3. Descriptive Statistics of Mean Scores

Group	Pretest Total Score ($\sum x$)	Pretest Mean Score ((X))	Posttest Total Score ($\sum x$)	Posttest Mean Score ((X))
Control Group	1659.5	55.32	1905.0	63.5
Experimental Group	1702.0	56.75	2235.0	74.5

c. Percentage Improvement

To quantify the enhancement in the experimental group's speaking skills, the percentage improvement from pretest to posttest was calculated. This metric is crucial for illustrating the observable impact of the intervention. The formula used is:

$$p = \frac{Xpost - Xpre}{Xpre} x \ 100\%$$

using the mean scores for the experimental group ($Xpre = 55.32$ and $Xpost = 63.5$), the percentage improvement calculated as follow :

$$p = \frac{Xpost - Xpre}{Xpre} x \ 100\%$$

Control
$$P = \frac{63,5 - 55,32}{55,32} \text{ x } 100 \text{ \%}$$

$$P = 14,81\%$$

Experimental
$$P = \frac{74,5 - 56,7}{56,7} \text{ x } 100 \text{ \%}$$

$$P = 31,39\%$$

This calculation demonstrates an improvement of approximately 14.81% in the control group and a significantly higher improvement of approximately 31.39% in the experimental group. This positive percentage indicates that the intervention applied to the experimental group led to a substantial enhancement in their speaking abilities from the pre-test to the post-test. This finding suggests a potential positive impact of the Video-Based Learning (VBL) method utilizing TED Talks on the students' speaking skills.

d. Normality and Homogeneity Tests

1. Normality Test

The normality test was performed to determine whether the data sets for both pretest and posttest in both groups are normally distributed. This is a crucial assumption for parametric tests such as the t-test. The results are summarized in Table 4.4.

Table 4. 4. Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.148	30	.093	.950	30	.166
Posttest	.162	30	.044	.917	30	.023

The normality test results for the pretest data showed a statistical value of 0.950 with a significance level of 0.166. Since the significance level of 0.166 is greater than 0.05, the data are normally distributed. Meanwhile, the posttest data showed a statistical value of 0.917 with a significance level of 0.23, indicating a normally distributed data distribution.

2. Homogeneity Test

The homogeneity of variance test was conducted to assess whether the variances between the "Pretest" and "Posttest" groups are equal. This assumption is particularly important for independent samples t-tests. The results, likely from Levene's Test, are presented in Table 4.5.

Table 4. 5. Test of Homogeneity of Varience

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest dan Posttest	Based on Mean	.214	1	58	.645
	Based on Median	.266	1	58	.608
	Based on Median and with adjusted df	.266	1	57.706	.608
	Based on trimmed mean	.194	1	58	.661

If the Sig. (p-value) is greater than the specified significance level (e.g., 0.05), then we do not reject the null hypothesis, meaning the variance is considered homogeneous. Conversely, if the Sig. value is less than 0.05, then the variance is considered non-homogeneous.

In this table, all Sig. values (0.645, 0.608, 0.608, 0.661) are significantly greater than 0.05. Based on the Sig. values, which are all greater than 0.05, it can be concluded that the variance between the "Pretest" and "Posttest" groups is homogeneous. This means the assumption of homogeneity of variance is met.

4.1.3. Hypothesis Testing

The primary objective of this research is to examine the effectiveness of Video-Based Learning (VBL) based on TED Talks in enhancing students' speaking skills. To address this, an independent samples t-test was conducted to compare the mean posttest scores of the experimental and control groups.

a. H_0 (Null Hypothesis): There is no significant effect between the use of the TED Talks-based VBL model on students' speaking ability.

b. H_1 (Alternative Hypothesis): There is a significant effect between the use of the TED Talks-based VBL model on students' speaking ability.

The t-statistic was calculated using the formula for independent samples t-test, assuming equal variances given the homogeneity test results:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\dfrac{s_1^2}{n_1} + \dfrac{s_2^2}{n_2}}}$$

$$t = \frac{74,5 - 63,51}{\sqrt{\dfrac{1,98^2}{30} + \dfrac{1,54^2}{30}}} = \frac{10,99}{\sqrt{0,1307 + 0,0791}} = \frac{10,99}{\sqrt{0,2098}}$$

$$= \frac{10,99}{0,4583} = 23,98$$

Notes:

1.98 (standard deviation of the experimental group)

1.54 (standard deviation of the control group)

Based on the calculations, the calculated t-value was 23.98. To determine statistical significance, this calculated t-value is compared against a critical t-value from a t-distribution table. With a significance level of 5% ($\alpha=0.05$) and degrees of freedom (df) calculated as n experimental $+$ n control $- 2 = 30 + 30 - 2 = 58$, the critical t-value is approximately 2.00 (for a two-tailed test).

Because the calculated t-value (23.98) is greater than the critical t-table value (2.00), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Thus, it can be confidently concluded that the use of the TED Talks-based Video-Based Learning (VBL) model has a significant positive effect on students' speaking ability. This indicates that the observed improvement in the experimental group's speaking skills is statistically significant and can be attributed to the VBL intervention.

Table 4. 6. T-Test Analysis for Students' Speaking Skills

Component	Value	Description
t-count	23,98	Calculated from the difference between the mean and standard deviation
T-table (df=58,α=0,05)	±2,00	From a t-distribution with 58 degrees of freedom
Decision	T count> t tabel	H_o Rejected
Conclusion		There is a significant effect of the use of TED Talks-based VBL on students' speaking skills.

Note:

Df=(n1 +n 2)−2

Df = (30+30)−2=58

n is the sample size, which is 30.

4.2. Discussion

This section delves into the interpretation of the research findings, relating them to the established research questions, theoretical framework, and pertinent previous studies. The primary aim is to elaborate on the significance of the

observed results regarding the impact of Video-Based Learning (VBL) utilizing TED Talks on students' speaking skills, further discussing their implications and acknowledging the study's limitations.

The descriptive analysis unequivocally revealed a notable improvement in the mean posttest score of the experimental group (74.5) compared to their pretest score (56.75). This translates to a substantial calculated percentage improvement of approximately 31.39%. This significant positive trend in speaking skill development within the group that received the VBL intervention strongly indicates its efficacy. The substantial gain suggests that exposure to authentic, engaging video content through TED Talks, combined with structured learning activities, effectively facilitated the enhancement of various speaking sub-skills, including pronunciation, fluency, vocabulary, and confidence. Conversely, while the control group also showed an increase in their mean posttest score (63.5) compared to their pretest (55.32), this improvement was comparatively moderate at 14.81%, primarily attributable to standard instructional methods. The observed difference in the magnitude of improvement strongly highlights the superior impact of the VBL intervention using TED Talks.

The inferential analysis, specifically the independent samples t-test, yielded a calculated t-statistic of 23.98. This value is considerably higher than the critical t-value of 2.00 at a 0.05 significance level with 58 degrees of freedom $(t(58)=23.98, p<0.05)$. This statistically significant result provides robust evidence to reject the null hypothesis (H_0: There is no significant effect between the use of the TED Talks-based VBL model on students' speaking ability) and accept the

alternative hypothesis (H_1: There is a significant effect between the use of the TED Talks-based VBL model on students' speaking ability). Consequently, it can be confidently concluded that the application of Video-Based Learning (VBL) based on TED Talks has a profound and statistically significant positive effect on the speaking skills of EFL learners in the experimental group. This confirms that the observed enhancement in the experimental group's speaking skills is not due to chance but is a direct result of the VBL intervention.

This finding aligns consistently with the theoretical framework underpinning the study, particularly the principles of communicative language teaching and authentic language exposure. TED Talks, as a form of authentic video content, provide learners with rich, contextualized, and comprehensible input (Krashen, 1985). The diverse range of topics and speakers within TED Talks offers varied accents, speech patterns, and vocabulary, exposing learners to real-world English beyond the confines of textbooks (Sherman, 2003). The visual and auditory cues in videos aid comprehension and retention, facilitating a more natural acquisition process. Moreover, the engaging and often inspiring nature of TED Talks can significantly boost learner motivation and reduce speaking anxiety (Brown, 2007), which are critical factors for active participation and confidence building in speaking tasks. The structured activities integrated into the VBL treatment, such as shadowing, summarizing, and discussion, provided opportunities for learners to actively process the input and produce output, thereby internalizing new vocabulary, improving pronunciation, and enhancing fluency. This active engagement aligns with the principles of output hypothesis and

interaction hypothesis, where learners test their hypotheses about the language and receive feedback (Swain, 1985; Long, 1983).

The results of this study are also strongly congruent with findings from previous relevant research. For instance, the significant improvement in EFL speaking skills observed in this study echoes the findings of Sari & Putri (2022), who specifically highlighted the effectiveness of TED Talks in enhancing speaking abilities among Indonesian undergraduates, particularly in aspects of fluency and confidence. Similarly, Susanti &Retnaningdyah (2023) provided further empirical support for the utility of TED Talks in improving pronunciation and boosting confidence among EFL learners, directly correlating with the positive outcomes across these speaking components in the current research. These consistencies across different studies reinforce the validity and reliability of integrating TED Talks into EFL speaking instruction. Furthermore, the findings corroborate the general efficacy of video-based learning environments in language education, as discussed by Thomas & Schneider (2020), who emphasize the role of such technologies in promoting creativity and engagement in language classrooms. The study's results also align with Al-Khasawneh (2021) and Wang and Winstead (2022), who reported significant improvements in speaking skills through video-based lessons and the use of authentic materials for self-assessment, respectively. The shared conclusion across these studies points to the immense pedagogical value of authentic video content in fostering communicative competence.

The implications of these compelling findings are substantial for EFL education, particularly in contexts like Indonesia where students often face challenges such as limited exposure to authentic English speakers and cultural barriers that can lead to speaking anxiety. This study provides a practical, evidence-based framework for educators to effectively utilize readily accessible video content, specifically TED Talks, as an adaptive, engaging, and highly effective medium to enhance various aspects of speaking skills. The demonstrated improvements in pronunciation, fluency, vocabulary, and confidence suggest that incorporating VBL can bridge the gap between theoretical language mastery and practical communicative competence, making language learning more dynamic, relevant, and enjoyable for students. It underscores the potential of technology-mediated learning to provide rich, interactive language experiences that might otherwise be scarce in traditional classroom settings.

However, certain limitations of this study should be acknowledged. While the quasi-experimental design allowed for studying interventions in a natural classroom environment, the inherent lack of full randomization characteristic of this design means that caution should be exercised when generalizing the results to broader populations. External factors not fully controlled might have subtly influenced the outcomes. Additionally, the study focused on a specific age group and proficiency level; therefore, the effectiveness of VBL with TED Talks might vary among learners with different backgrounds or at different stages of language acquisition. Future research could explore the long-term effects of VBL on speaking skills to ascertain sustained improvement, investigate the impact across

diverse proficiency levels (e.g., beginner vs. advanced learners), or incorporate qualitative data, such as student interviews or focus groups, to gain deeper insights into students' perceptions, challenges, and experiences with TED Talks. Further studies could also explore the optimal duration and frequency of VBL interventions, as well as the specific features of TED Talks that are most beneficial for speaking skill development. Addressing technological barriers and access to reliable internet, as noted by Al-Khasawneh (2021), also remains crucial for the wider and equitable implementation of VBL in diverse educational settings.

In conclusion, this study provides compelling empirical evidence that Video-Based Learning, particularly through the integration of TED Talks, serves as a highly effective instructional strategy for significantly improving the speaking skills of EFL learners. The observed positive outcomes across multiple speaking indicators—pronunciation, fluency, vocabulary, and confidence— underscore the pedagogical value of authentic video content in fostering communicative competence and building self-assurance in the language classroom. These findings contribute to the growing body of literature supporting the integration of technology and authentic materials into modern language pedagogy.

CHAPTER V

CONCLUSION & SUGGESTION

5.1. Conclusion

This study aimed to investigate the effect of Video-Based Learning (VBL) utilizing TED Talks on the speaking skills of EFL learners. Based on the analysis of the data collected from the experimental and control groups, the following conclusion can be drawn:

The findings conclusively demonstrate that the implementation of Video-Based Learning (VBL) with TED Talks has a significant positive effect on the speaking skills of EFL learners. The experimental group, which received the VBL intervention, showed a statistically significant improvement in their speaking skills (encompassing pronunciation, fluency, vocabulary, and confidence) compared to the control group, which underwent traditional instruction. The calculated t-statistic of 23.98, being substantially greater than the critical t-value of 2.00, led to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. This indicates that the observed gains in speaking proficiency within the experimental group are directly attributable to the systematic integration of TED Talks as a learning medium. The use of authentic, engaging, and diverse video content from TED Talks effectively provided comprehensible input, enhanced motivation, and facilitated active language production through structured activities, thereby contributing to the students' overall communicative competence.

5.2.   Suggestion

Based on the findings and conclusion of this study, the following suggestions are offered for various stakeholders in EFL education:

1. For English Teachers

a. Integrate Video-Based Learning with TED Talks: Teachers are highly encouraged to incorporate TED Talks as an authentic and engaging material in their English speaking lessons. The variety of topics and speakers can cater to different student interests and learning styles.

b. Very Activities with TED Talks: Beyond simple viewing, teachers should design diverse interactive activities such as shadowing, summarizing, role-playing, group discussions, and debating based on TED Talk content to maximize students' active participation and speaking practice.

c. Focus on Sub-Skills: While using TED Talks, teachers can specifically highlight and practice elements of speaking such as pronunciation (through shadowing), vocabulary (through contextual learning), fluency (through repeated exposure and speaking tasks), and confidence (by creating a supportive environment for expression).

d. Utilize Technology Effectively: Teachers should explore available resources and platforms to seamlessly integrate video content into their lessons, ensuring accessibility for all students where possible.

2. **For Students**

   a. Actively Engage with TED Talks: Students are encouraged to proactively use TED Talks beyond classroom settings for independent learning. Regular exposure to native speakers and various topics can significantly improve listening comprehension and expand vocabulary.

   b. Practice Speaking Consistently: Students should make an effort to practice speaking regularly, either by imitating speakers from TED Talks (shadowing), summarizing videos, or discussing the content with peers. Consistent practice is key to developing fluency and confidence.

   c. Utilize TED Talks for Specific Skill Development: If students struggle with particular aspects like pronunciation or intonation, they can focus on specific TED Talks or speakers and actively mimic their speech patterns.

3. **For Future Researchers**

   a. Explore Long-Term Effects: Future studies could investigate the long-term impact of VBL using TED Talks on students' speaking skills to determine the sustainability of the observed improvements.

   b. Investigate Different Proficiency Levels: Researchers could conduct similar studies with students of varying English proficiency levels (e.g., beginner, intermediate, advanced) to understand how the effectiveness of TED Talks might differ across groups.

   c. Combine with Qualitative Approaches: Incorporating qualitative research methods, such as interviews, focus group discussions, or student journals,

could provide deeper insights into students' perceptions, experiences, and challenges when learning with TED Talks.

d. Compare Different Video Platforms: Future research might compare the effectiveness of TED Talks with other video-based learning materials or platforms to identify the most impactful resources for EFL speaking instruction.

e. Address Technological Infrastructure: Studies could also explore the impact of technological infrastructure and access on the implementation and effectiveness of VBL in various educational contexts, especially in regions with limited internet or device availability.

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APPENDICES

APPENDIX 1

MODUL AJAR BAHASA INGGRIS

IDENTITASSEKOLAH	
Nama penulis	FITRA MAIDINA NST
Instansi	SMA N 4 KISARAN
Tahun	2025
Jenjang sekolah	SMA
Kelas	XI
Alokasi waktu	4x 45 menit
TUJUANPEMBELAJARAN	
Fase	F
Capaian Pembelajaran	Pada fase F, peserta didik memiliki kemampuan berbahasa untuk berkomunikasi dan bernalar sesuai dengan tujuan, konteks sosial, akademis, dan dunia kerja. Peserta didik mampu memahami, mengolah, menginterpretasi, dan mengevaluasi informasi dari berbagai tipe teks tentang topik yang beragam. Peserta didik mampu menyintesis gagasan dan pendapat dari berbagai sumber. Peserta didik mampu berpartisipasi aktif dalam diskusi dan debat. Peserta didik mampu menulis berbagai teks untuk menyampaikan pendapat dan mempresentasikan serta menanggapi informasi nonfiksi dan fiksi secara kritis dan etis.
Tujuan Pembelajaran	Melalui pendekatan saintifik dan model pembelajaran peserta didik mampu: • Meningkatkan kelancaran berbicara bahasa Inggris. • Meningkatkan pengucapan dan intonasi. • Memperkaya kosakata terkait berbagai topik. • Meningkatkan kepercayaan diri dalam menyampaikan ide-ide dalam bahasa Inggris.
KonsepUtama	Video-Based Learning (VBL), TED Talks, Speaking Skills, Pronunciation, Fluency, Vocabulary, Confidence.
KOMPETENSIAWAL	

• Siswa mampu menunjukkan keterampilan berbicara melalui aktivitas yang dipandu dan menyampaikan ide.
• Siswa memiliki pemahaman dasar tentang bahasa Inggris lisan.

PROFIL PELAJAR PANCASILA	
Bernalar Kritis	Peserta didik dapat menganalisis informasi dari TED Talks, mengidentifikasi ide-ide utama, dan merancang presentasi lisan yang koheren.

Gotong Royong	Peserta didik bekerjasama saling membantu dengan temannya dalam pembelajaran dan mencari informasi terkait sumber belajar dan materi yang dipelajari, khususnya dalam diskusi kelompok dan praktik berbicara.
Kreatif	Peserta didik mampu menghasilkan ide-ide baru dan menyampaikan pemahaman mereka tentang topik TED Talks secara orisinal dalam pidato/presentasi mereka.

SARANA DAN PRASARANA
Laptop,PPT,LKPD,ruangkelas

TARGET SISWA
Siswa regular– 30 siswa

MODEL PEMBELAJARAN
Video Based Learning

METODEPEMBELAJARAN
Diskusi, Penugasan Kelompok, Praktik Berbicara, Shadowing.

KOMPONEN INTI

PERTEMUAN 1

Pengenalan TED Talks & Pengembangan Kosakata

TED Talk: "The Power of Vulnerability" – Brené Brown

PEMAHAMAN BERMAKNA	
Mengembangkan kemampuan mengungkapkan ide, memecahkan masalah, dan meningkatkan keterampilan berbicara melalui proyek presentasi lisan yang terinspirasi dari TED Talks, dengan fokus pada pengucapan, kelancaran, kosakata, dan kepercayaan diri.	
PERTANYAANPEMANTIK	
• Have you ever watched a TED Talk? What did you learn from it? • Why is speaking English confidently important?	
URUTAN KEGIATAN PEMBELAJARAN	
Kegiatan Awal	1. Guru memberi salam. 2. Guru memeriksa keadaan kelas dan siswa. 3. Guru membimbing siswa untuk berdoa. 4. Guru mengecek absensi 5. Guru melakukan apersepsi melalui pertanyaan pemantik: "Have you ever watched a TED Talk? What did you learn from it?" 6. Guru menyampaikan garis besar cakupan materi dari kegiatan yang akan dilakukan dan tujuannya. 7. Guru menyampaikan tujuan pembelajaran.
Kegiatan Inti	1. Diskusi Pra-menonton (10 menit): Guru memaparkan dan menjelaskan materi, mengajukan beberapa pertanyaan tentang "vulnerability", "empathy", dan "resilience". 2. Menonton Video & Mencatat (20 menit): Siswa menonton TED Talk, mencatat ide-ide kunci dan kosakata baru. 3. Identifikasi & Diskusi Kosakata (25 menit): Guru memfasilitasi diskusi kelompok untuk membahas kosakata baru (misalnya, vulnerability, empathy, resilience), klarifikasi makna, pengucapan, dan penggunaannya. 4. Pengenalan Shadowing (15 menit): Guru memberikan panduan kepada peserta didik tentang teknik "shadowing" (menirukan pengucapan, intonasi, dan ritme pembicara).
Kegiatan Akhir	1. Siswa dengan bantuan guru menyimpulkan pembelajaran hari ini. 2. Guru menutup pembelajaran dengan doa dan salam.

PERTEMUAN 2
Latihan Pengucapan & Kelancaran melalui Shadowing
TED Talk: Segmen baru dari pidato Brené Brown

PEMAHAMAN BERMAKNA	
Mengembangkan kemampuan mengungkapkan ide, memecahkan masalah, dan meningkatkan keterampilan berbicara melalui proyek presentasi lisan yang terinspirasi dari TED Talks, dengan fokus pada pengucapan, kelancaran, kosakata, dan kepercayaan diri.	
PERTANYAANPEMANTIK	
- Have you ever watched a TED Talk? What did you learn from it? - Why is speaking English confidently important?	
URUTAN KEGIATAN PEMBELAJARAN	
Kegiatan Awal	1. Guru memberi salam, memeriksa keadaan kelas, membimbing doa, mengecek absensi. 2. Review kosakata dari Pertemuan 1 dan pengalaman shadowing siswa.
Kegiatan Inti	1. **Latihan Shadowing Terfokus (30 menit)**: Siswa berlatih shadowing secara intensif, fokus pada frasa tertentu, pola intonasi, dan pengucapan kata-kata sulit (misalnya, authenticity, shame). 2. **Presentasi Mini (30 menit)**: Peserta didik diminta untuk menyusun dan menyampaikan presentasi mini (1-2 menit) secara berpasangan atau kelompok kecil, merangkum ide kunci dari TED Talk, mencoba menerapkan pengucapan dan intonasi yang telah dilatih. 3. **Umpan Balik Teman Sebaya (10 menit)**: Setiap kelompok atau siswa memberikan penilaian dan umpan balik konstruktif terhadap presentasi yang dilakukan.
Kegiatan Akhir	3. Siswa dengan bantuan guru menyimpulkan pembelajaran hari ini. 4. Guru menutup pembelajaran dengan doa dan salam.

PERTEMUAN 3
Diskusi Kelompok & Penerapan Kosakata Baru
TED Talk: "How to Make Stress Your Friend" – Kelly McGonigal

PEMAHAMAN BERMAKNA	
Mengembangkan kemampuan mengungkapkan ide, memecahkan masalah, dan meningkatkan keterampilan berbicara melalui proyek presentasi lisan yang terinspirasi dari TED Talks, dengan fokus pada pengucapan, kelancaran, kosakata, dan kepercayaan diri.	
PERTANYAANPEMANTIK	
• Have you ever watched a TED Talk? What did you learn from it? • Why is speaking English confidently important?	
URUTAN KEGIATAN PEMBELAJARAN	
Kegiatan Awal	1. Guru memberi salam, memeriksa keadaan kelas, membimbing doa, mengecek absensi. 2. Apersepsi: Diskusi tentang pengalaman siswa dengan "stress" dan bagaimana mereka "cope" dengannya. Pengenalan konsep "mindset".
Kegiatan Inti	1. **Menonton Video & Memahami (20 menit)**: Siswa menonton TED Talk, fokus pada argumen pembicara dan bagaimana stres dapat dilihat secara berbeda. 2. **Diskusi Kelompok (35 menit)**: Guru memfasilitasi diskusi kelompok dengan pertanyaan panduan terkait konten TED Talk (misalnya, "Bagaimana mengubah pola pikir tentang stres dapat memengaruhi hidup Anda?", "Bagikan pengalaman pribadi terkait stres dan bagaimana Anda mengatasinya"). Dorong penggunaan kosakata baru dari pembicaraan. 3. **Role-Play (15 menit)**: Siswa terlibat dalam skenario role-play singkat terkait pengelolaan stres, menerapkan konsep dan kosakata yang dipelajari.
Kegiatan Akhir	1. Siswa dengan bantuan guru menyimpulkan pembelajaran hari ini. 2. Guru menutup pembelajaran dengan doa dan salam.

PERTEMUAN 4

Persiapan & Penyampaian Pidato Akhir

TED Talk: Ulasan segmen 2 menit dari pidato McGonigal

PEMAHAMAN BERMAKNA	
Mengembangkan kemampuan mengungkapkan ide, memecahkan masalah, dan meningkatkan keterampilan berbicara melalui proyek presentasi lisan yang terinspirasi dari TED Talks, dengan fokus pada pengucapan, kelancaran, kosakata, dan kepercayaan diri.	
PERTANYAANPEMANTIK	
- Have you ever watched a TED Talk? What did you learn from it? - Why is speaking English confidently important?	
URUTAN KEGIATAN PEMBELAJARAN	
Kegiatan Awal	1. Guru memberi salam, memeriksa keadaan kelas, membimbing doa, mengecek absensi. 2. Apersepsi: Meninjau segmen TED Talk McGonigal, fokus pada gaya penyampaiannya, kepercayaan diri, dan penggunaan bahasa persuasif. Diskusi teknik berbicara yang efektif.
Kegiatan Inti	1. **Outline & Persiapan Pidato (1-2 menit)**: Siswa secara individu menyiapkan pidato singkat (2-3 menit) tentang pengalaman pribadi atau topik yang terinspirasi oleh salah satu TED Talk yang ditonton. Dorong mereka untuk memasukkan kosakata baru dan menerapkan pengucapan dan kelancaran yang lebih baik. 2. **Perekaman Pidato (1-2 menit)**: Peserta didik mempresentasikan dan merekam pidato mereka untuk penilaian.
Kegiatan Akhir	1. Guru dan peserta didik memberikan umpan balik umum dan penguatan positif atas usaha mereka sepanjang modul. 2. Guru menutup pembelajaran dengan doa dan salam.

MATERI

A. Pengenalan Video-Based Learning (VBL) dan TED Talks

- VBL adalah pendekatan pembelajaran yang menggunakan video sebagai alat utama untuk menyampaikan materi.
- TED Talks adalah platform pidato pendek yang kuat yang mencakup berbagai topik, memberikan materi otentik untuk pembelajaran bahasa.

B. Pentingnya Keterampilan Berbicara dalam EFL

- Kemampuan berbicara adalah keterampilan inti untuk komunikasi yang efektif dalam bahasa Inggris.
- Meliputi pengucapan, kelancaran, kosakata, dan kepercayaan diri.

C. Kosakata, Tata Bahasa, dan Fitur Kebahasaan untuk Pidato Efektif

- Fokus pada kosa kata spesifik yang muncul dalam TED Talks yang dipilih (misalnya, vulnerability, empathy, resilience, stress, mindset, coping).
- Latihan penekanan kata (stress), intonasi, dan ritme untuk meningkatkan kejelasan dan kelancaran.

1. **"The Power of Vulnerability" by Brené Brown**

- **Link**: https://www.youtube.com/watch?v=iCvmsMzlF7o
- **Summary**: In this powerful and moving speech, Brené Brown discusses the importance of **vulnerability** and how it is the core of human connection, courage, and creativity. This video is suitable for the first and second sessions, when students will be learning vocabulary such as *vulnerability, empathy*, and *resilience*.

2. **"How to Make Stress Your Friend" by Kelly McGonigal**

- **Link**: https://www.youtube.com/watch?v=RcGyVTAoXEU
- **Summary**: A health psychologist, Kelly McGonigal, challenges the traditional view of stress. She explains how changing our **mindset** about stress can help us respond to it more effectively. This video is ideal for the third and fourth sessions, where students will discuss topics such as *stress, mindset*, and *copin*

APPENDIX 2

RUBRIK PENILAIAN

Table Pronunciation

CLASSIFICATION	SCORE	CRITERIA
Excellent	85-100	Near-native pronunciation, clear sounds, accurate stress and intonation
Good	65-84	Generally clear pronunciation, minor errors in stress or intonation
Fair	45-64	Frequent pronunciation errors, affects intelligibility
Poor	00-44	Severe pronunciation errors, difficult to understand

Table Fluency

CLASSIFICATION	SCORE	CRITERIA
Excellent	85-100	Speaks smoothly with no hesitation
Good	65-84	Speaks fairly smoothly, minor pauses
Fair	45-64	Speaks wih frequent hesitations.
Poor	00-44	Lack smoothness.

table vocabulary

CLASSIFICATION	SCORE	CRITERIA
Excellent	85-100	Uses varied, accurate vocabulary
Good	65-84	Uses edequate vocabulary, view errors
Fair	45-64	Uses limited vocabulary, some errors.
Poor	00-44	Uses basic and incorrect

		vocabulary.

Table Confidence

CLASSIFICATION	SCORE	CRITERIA
Excellent	85-100	Speaks with high confidence, no anxiety, eager to express ideas
Good	65-84	Speaks with moderate confidence, minor anxiety, willing to speak
Fair	45-64	Speaks with noticeable anxiety, hesitates to express ideas
Poor	00-44	Lacks confidence, high anxiety, avoids speaking

APPENDIX 3

STUDENT WORKSHEET (LKPD)

Pre-Test

Task: 1-2 Minute Spoken Monologue (to Assess Initial Ability)

Instructions:

1. Choose one of the three topics below:
   - o A memorable vacation experience.
   - o A challenge you once faced and how you overcame it.
   - o A happy moment you will never forget.
2. Prepare a short speech (monologue) lasting 2 minutes. You may create small notes or an outline, but you are not allowed to read a full script.
3. Deliver your monologue verbally in front of the teacher, or record it in an audio/video format.
4. Evaluation will be based on four main criteria: Pronunciation, Fluency, Vocabulary, and Confidence.

Post-Test

Task: 2-Minute Spoken Monologue (to Assess Improvement)

Instructions:

1. Choose one of the three new personal topics below:
   - o An event or activity you recently attended.
   - o An experience of helping someone in need.
   - o An important goal you successfully achieved.
2. Prepare a short speech (monologue) lasting 2 minutes. Apply all the speaking skills you have practiced over the four sessions, including better pronunciation, fluency, and the use of richer vocabulary.
3. Deliver your monologue verbally or in a recorded format for the final assessment.
4. Evaluation will use the same rubric as the pre-test to measure your improvement.

Date.

Name : Aldo Pratama Simanjuntak
Class : XI
        Experimental Class

        My First Football Match

Today I want to talk about my First football
This is part of the category an event activity
you recently attended. It was a very memorable
experiences for me. I remember feeling excited before
it even started. During this experiencer many interesting
things happened that made me learn and grow. I met new
people, shared stories, and enjoyed the atmosphere.
Sometimes It was challanging, but I kept going
because I wanted to make the most of it. I learned
some important lesson that I will always Remember.
In the end, I felt proud because I achieved something
and enjoyed the journey. This experience made
me more confident and ready for future challanges.

74

maya karin

kelas : XI

~~control~~ class experiment

school cultural festival

Today I want to talk about school cultural festival. This is part of the category 'an event or activity you recently attended · it was a very memorable experience for me I remember feeling excited before it even started · during this experience before it even started · During the experience · many interested thing happened that made me learn and grew · I met new people shared stories, and enjoyed the atmosphere · sometimes it was challenging · but I kept going because I wanted to make the most of it · I learned some important lessons that I will always remember · In the end · I felt proud because I achieved someting and enjoying the journey · This experience made me more confident and ready for future challenges.

Name: Bayu Rahirzai
Kelas: XI
control class

One Learning Something New

One of the most instresting exrerices i had was when i learned how
to cook fried rice for the first time. at the beginning. i dynt
even know how to hold the spatula properly let blohe cook fred.
my mother decdeld to teach me step by step. first she shawed
my how to prepare the igredent cutting vegetables. cracking
the eggs. and yrepairing the seosoning. then, she explained how to
heat the oil and stir the garlic until it smelled good. i remember
feeling narvous that i might burn the food, but my mother encorred
me to try

Name: Alvi syanri

Class: XI

control class

my first Day of school

I can still remember my first day at sma N4 kisaran very clearly. That morning. I wokeup extra early because I didn't want to be late. I felt a mix of excitement and nervouses excited to start a new chapter in my life, but nervous because I didn't know anyone yet when I arrived, I saw so many new faces, and the school building felt so big compared to my Junior high school. During the first break, I was sitting alone on the vence, feeling a little awkoal. then one of my classmakes come over and introduced herself she smile and asked it I wanted to join her and her friends.

Name: M. Naufal Arzaky

Class: XI

control class

Class Field trip to the zoo

today I want to talk about class field trip to the zoo. this is part of the category 'An Event or Actvty you recently Attended'. It was a very memorable extrence for me. I remember feeling excited before it even started. During this experience for me and learn I met new people, shared stories and enjoyed the atmosphere. sometimes it was challenging, but I kept going because I wanted to make the most of it. I learned some important lessons that I will always remember.

axel dwi ~~prastetyo~~ prasétyo

experiment XI

A Beach Clean-up day

Today I want to talk about a beach. This is part of that category an event or activity you recently attended. It was a very memorable experience for me. I remember feeling excited before it even started. during this experience · many interesting things happened that made me learn and grow. I met new people. Shared stories and enjoyed the atmosphere. sometimes it was challenging but I kept going because I wanted to make the most of it. I learned some important lessons that I will always rememb. In the end. I felt proud because I achieved something and enjoying the journey. this experience made me more confiden and ready for future challenges.

Name: Aulia Annisa.
Class: XI

Experimental Class

A Night Market Visit

I want talk about a Night Market Visit. This is part of the category "An event or activity you Recently Attended". It was very memorable experience for me. I remember feeling excited before it even started. During this experience many interesting things happened that made me happy. I learned some important lessons that I will always remember. And I felt supriringly beacuse I achieved something and enjoyed it. This experience made me more confident and ready for the any situation.

Nama: Aisyah Putri

Kelas : XI

Control Class

A School Event I enjoyed

Last year, our school organized an art and culture festival, and
it was hese honestly one of the most exciting events I have ever
joined. the festival was held in the the school yard, and there
were colorful decorations everwhere. we had music permances
traditional dance shows, and even a food bazaar where
student could sell snackes and drinks. I decided to join the phobourasy
competition, so I spent the day walking around with my camera
trying to rerform they wore beautiful, colorful costumes, and their
movements were so graceful and precise. It made me fell troud
of our cultural heritage.

APPENDIX 4

THE ATTENDANCE LIST OF THE CONTROL CLASS
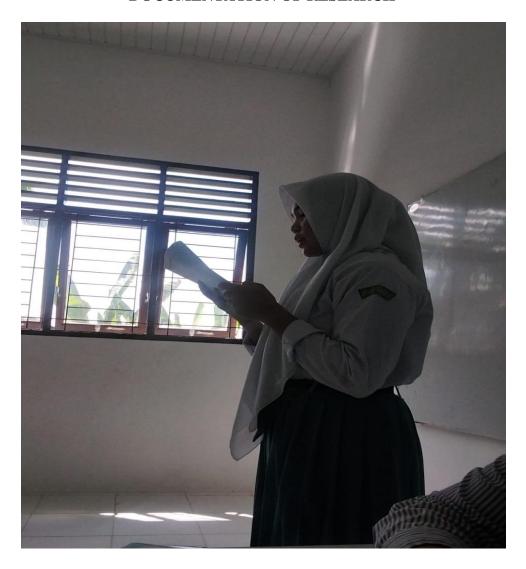
No	Name	Signature
1.	Aisyah Putri	
2.	Alvi Syahri	
3.	An-Nisa Arianti	
4.	Anugrah Dwi Febiyola	
5.	Arya Ramadhan	
6.	Arya Yudhistira Putra	
7.	Axel Dwi Prasetyo	
8.	Bayu Fahrizal	
9.	Christiani Magdalena	
10.	Cindy Dwi Aulia	
11.	Dimas Arrdiansyah	
12.	Fahry Akbar	
13.	Fikri Sanjaya	
14.	Graci Pskah Apriyanti Hsb	
15.	Humayrah Az-Zahra	
16.	Ibnu Adriansyah Simatupang	
17.	M. Lucky Ardiansyah	
18.	M. Naufal Arzaky	
19.	Maidina Zuhri Adjani Hrp	
20.	Melanny Dewi	
21.	Mia Setiawati	
22.	Miftahul Zannah Kurniawan	
23.	Mhutia Syahputri	
24.	Najwan Arib Suwarno	
25.	Nazia Putri	
26.	Nazura Salsabila Meysun Hsb	
27.	Nur Dinda Amelia	
28.	Pradika Kelana Yudiansyah Bb	
29.	Rabiah Ariani	
30.	Rangga Tan Tri Jaya	

THE ATTENDANCE LIST OF THE EXPERIMENTAL CLASS

No	Name	Signature
1.	Aldo Pratama Simanjuntak	
2.	Aulia Annisa	
3.	Daffa Aidillah Ali Harahap	
4.	Dhea Ade Putri	
5.	Diana Rizki Amanda	
6.	Fachri Ba'adila	
7.	Fasya Arifa Manurung	
8.	Febiyola Br. Panjaitan	
9.	Habib Prastyo	
10.	Intan Yuliana Zebua	
11.	Keyza Athazea	
12.	Linza Natalia	
13.	M. Raffi	
14.	M. Rifqi	
15.	Maya Karin	
16.	Mhd. Jefri Sahputra	
17.	Mhd. Zunaidi	
18.	Muhammad Bayu Santana	
19.	Muhammad Rezky Syahputra	
20.	Muhammad Syahri	
21.	Nadia Ramadani Sitepu	
22.	Nurul Azmi Br. Siterus	
23.	Prawira Dirja	
24.	Rezika Nabila Harahap	
25.	Rizky Akbar Siregar	
26.	Seruni Ahadiyah Sari	
27.	Silvia Dwi Aryanti	
28.	Tri Utami	
29.	Virman Hutabarat	
30.	Willy Kenzo Hutajulu	

APPENDIX 5

DOCUMENTATION OF RESEARCH

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa	: Fitra Maidina Nasution
NPM	: 2102050005
Prog. Studi	: Pendidikan Bahasa Inggris

Judul	Diterima
Investigating the Role of Video-Based Learning in Enhancing Speaking Skills of EFL Learners	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Medan, 7 Februari 2025
Hormat Pemohon,

Habib Syukri Nasution, S.Pd., M.Hum.

Fitra Maidina Nasution

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Fitra Maidina Nasution
NPM : 2102050005
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 139 SKS   IPK= 3,78

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
✓	Investigating the Role of Video-Based Learning in Enhancing Speaking Skills of EFL Learners	
	Error Analysis in Pronounciacing the Sounds of Phonemes /ə/ /æ/	
	Challanges in Teaching English to SMK Students with Varying Language Profeciency Levels	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 7 Februari 2025
Hormat Pemohon,

Fitra Maidina Nasution

Keterangan:

Dibuat rangkap 3   : - Untuk Dekan/Fakultas
                      - Untuk Ketua/Sekretaris Program Studi
                      - Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	:	Fitra Maidina Nasution
NPM	:	2102050005
Prog. Studi	:	Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Investigating the Role of Video-Based Learning in Enhancing Speaking
Skills of EFL Learners

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Habib Syukri Nasution, S.Pd., M.Hum.

22 Februari 2025

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 22 Februari 2025
Hormat Pemohon,

Fitra Maidina Nasution

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400   Medan 20217   Form : K3

Nomor   : 1124/II.3-AU//UMSU-02/ F/2025
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
              Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : **Fitra Maidina Nasution**
N P M   : 2102050005
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : **Invertigating the Role of Video-Based Learning in Enhancing Speaking Skills of EFL Learners**
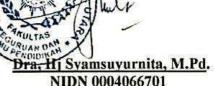
Pembimbing   : **Habib Syukri Nst, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **25 Mei 2026**

Medan, 26 Dzulqaidah   1446 H
         25 Mei   2025 M

Wassalam
Dekan

Dra, Hj Syamsuyurnita, M.Pd.
NIDN 0004066701

Dibuat rangkap 4 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
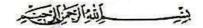4. Mahasiswa yang bersangkutan

WAJIB MENGIKUTI SEMINAR

BAN-PT   MQA   QS STARS

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Unggul | Cerdas | Terpercaya
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi   : Universitas Muhammadiyah Sumatera Utara
Fakultas   : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama   : Fitra Maidina Nasution
NPM   : 2102050005
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Investigating the Role of Video – Based Learning in Enhancing
                       Speaking Skills of EFL Learners

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
08/4 2025	Background, Identification	
08/05 2025	Chapter I (all)	
10/05 2025	Chapter II (all) Theory	
15/05 2025	Chapter III (all) Mpl & Test	
20/05 2025	References	
23/05 2025	Content of List	
24/05 2025	All, Review Chapter I, II, III	

Medan, 20 Mei 2025

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum.)

(Habib Syukri Nasutin, S.Pd., M.Hum.)

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 02 Bulan Juni Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Fitra Maidina Nasution
N.P.M : 2102050005
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Investigating The Role of Video-Based Learning in Enhancing Speaking Skills of Efl Learners.

No	Masukan dan Saran
Judul	✓
Bab I	quotations must be based on guidelines. The identification of the problem. write the spesific problem face by the students based from the background
Bab II	Relevant studies make it into paragraph
Bab III	Method of Research please write down briefly about what is quasi experiment, the number of participant selection, Criteria for participants Technique of Data Collection. make it activities into table.
Lainnya	-
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Resti Wahyuni, S.Pd., M.Hum.)

Dosen Pembimbing

(Habib Syukri Nst, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Fitra Maidina Nasution

N.P.M   : 2102050005

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : Investigating the Role of Video-Based Learning in Enhancing Speaking Skills of EFL Learners

Pada hari Senin, tanggal 02 bulan Juni, tahun 2025 sudah layak menjadi proposal skripsi.

Medan, Juni 2025

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Resty Wahyuni, S.Pd., M.Hum)   **(Habib Syukri Nst, S.Pd., M.Hum.)**

Diketahui oleh
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Nomor	: 1200/II.3.AU/UMSU-02/F/2025	Medan 07 Dzulhijjah	1446 H
Lamp	: ---	3 Juni	2025 M
H a l	: **Permohonan Izin Riset**		

Kepada Yth, Bapak/ Ibu Kepala
SMA Negeri 4 Kisaran
di
Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	Fitra Maidina Nst
NPM	:	2102050005
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Investigating the Role of Video Based Learning in Enhancing Speaking Skills of EFL Learners.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Dekan

Dra. Hj. Syamsuyurnita,.M.Pd
NIDN 0004066701

Pertinggal

DINAS PENDIDIKAN
CABANG DINAS WILAYAH V
SMA NEGERI 4 KISARAN

NSS : 301078019054   NPSN : 10258512

Jalan Pondok Indah No.11 Kisaran Kode Pos 21213 Kec. Kota Kisaran Barat Kab. Asahan
Telepon. 0811629244 Email : smanegeri4kisaran@yahoo.co.id

SURAT KETERANGAN KEPALA SEKOLAH

Nomor : 522/420/2025
Lamp   : -
Hal   : Balasan Izin Riset

Kepada Yth.
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Sumatera Utara
di-

   Medan

Dengan hormat,
Sesuai dengan surat dari yang bersangkutan, tentang permohonan izin Riset/ Penelitian.
Dengan ini SMA N 4 Kisaran Kab. Asahan menerima permohonan penelitian tersebut, oleh
yang namanya tertera di bawah ini :

Nama	: Fitra Maidina Nasution	
Npm	: 2102050005	
Program Studi	: Pendidikan Bahasa Inggris	
Judul Skripsi	: Investigating the Role of Video-Based Learning in Enhancing Speaking Skills of EFL Learners.	

Demikian surat ini kami sampaikan, agar dapat digunakan sebagaimana mestinya.

Kisaran, 4 Juni 2025
Kepala SMA N 4 Kisaran

ESMI ROHAN, M.Pd
PEMBINA Tk.I
NIP. 19740407 200502 2 001

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Fitra Maidina Nasution
NPM	: 2102050005
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Investigating The Role of Video-Based Learning In Enhancing Speaking Skills Of EFL Learners.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
30/07 2025	abstract, Chapter I	*(ttd)*
01/08 2025	Chapter I, Theory of Lit.	*(ttd)*
02/08 2025	Chapter I, Identification Background, Formulation, etc.	*(ttd)*
04/08 2025	Chapter II : Theory of Literature. Approach, Methodology & Strategy	*(ttd)*
08/08 2025	Chapter : III Method of Research. & Exp (Exp. class & Control class	*(ttd)*
15/08 2025	Chapter IV : Data analysis Findings	*(ttd)*
16/08 2025	Chapter V : Conclusion. appendices all	*(ttd)*

Diketahui oleh:
Ketua Prodi

Medan,   Agustus 2025
Dosen Pembimbing

(signature)

(signature)

(Dr. Pirman Ginting, S.Pd., M.Hum.)

(Habib Syukri Nst, S.Pd., M.Hum.)

Fitra Maidina Nasution

Medan,Sumatera Utara|+628982615346

fitramaidinanasution@gmail.com

PROFIL

Recent S.Pd. graduate in English Language Education from Universitas Muhammadiyah Sumatera Utara with a GPA of 3.79. Active in organizational activities and possesses skills in administration, document archiving, data input & summarization, and report preparation. Proficient in Microsoft Word, Excel, PowerPoint, and Google Workspace. Strong communication skills, high initiative, and adaptable to dynamic environments. Eager to apply my skills in an entry-level administrative or educational role.

Work Experience & Independent Campus Internships

Participant, Teaching Campus Program Batch 5 | Feb–Jun 2023
- Mapped and compiled problems hindering operations at the assigned school
- Served as a teacher partner in implementing work programs at the target school
- Introduced and accelerated technology adaptation to enhance teaching and learning activities at the assigned school
- Acted as a facilitator and educator for students in basic education units.

Organizational Experience

General Secretary, English Language Education Student Association (HMJ) UMSU | 2024–2025
- Handled administrative tasks, including organizational schedule management, document management, database management, work report preparation, and activity proposal drafting to support organizational events
- Organized 20 organizational work meetings, managing schedules, sending invitations to members, preparing meeting materials, and writing meeting minutes
- Prepared administrative requirements for 15+ activities, including compiling reports, budget plans, and organizational activity proposals for submission to school authorities

Secretary, Talent and Interest Division, HMJ English Language Education UMSU | 2023–2024
- Explored, developed, and enhanced students' interests, talents, and potential in English Language Education, both academically and non-academically
- Conducted activities aimed at nurturing, developing, and appreciating students' potential interests and talents in English Language Education
- Monitored and coordinated students' interests and talents to encourage non-academic achievements

Entrepreneurship Seminar Committee | January 2024
- Responsible for seminar administration
- Prepared official letters and correspondence
- Compiled accountability reports

Leadership Training Committee | December 2023
- Managed all event sequences
- Invited speakers
- Handled on-site technical matters during the event

English National Competition Committee | March 2023
- Recorded participant attendance
- Managed approximately 50 event participants
- Followed the event sequence as outlined by the program section

Skills

Hard Skills
- Microsoft Office (Word, Excel, PowerPoint)
- Google Workspace (Spreadsheet, Forms, Jamboard, Calendar, Docs)
- Canva

Soft Skills
- Time Management, Communicative, Organized, Teamwork, Negotiation, Detail-Oriented, Disciplined, Multitasking, Leadership, Critical Thinking, Responsible

General Administration
- Reports, official correspondence, email, scheduling, payments, handover minutes (BAST), parking clearance, Google Forms

HR Administration & Document Management
- Job postings, recruitment trackers, leave/permission requests for employees, and employee attendance reports

Languages
- Indonesian (Fluent)
- English (Passive)