

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH VIRTUAL VISITS TO HISTORICAL PLACE

THESIS

Submitted by

SANIDAH SITAKAR

190203024

Students of English Language Education Study Program
Faculty of Tarbiyah and Teacher Training Ar-Raniry State Islamic University
Banda Aceh



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the Requirements to Obtain a Bachelor's Degree in the Field of Education in
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By

Sanidah Sitakar

Student ID Number : 190203024

Students of English Language Education Study Program
Faculty of Tarbiyah and Teacher Training Ar-Raniry State Islamic University
Banda Aceh

Approved by:

Supervisor,

Head of English Language Education
Department


Drs. Amiruddin, M.Pd
NIP : 196507092014111001


Syarifah Dahliana, S.Ag., M.Ed., Ph.D
NIP : 197504162000032001

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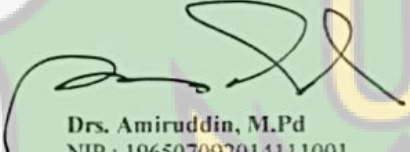
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Board of Examiners,

Chairperson,

Secretary,


Drs. Amiruddin, M.Pd
NIP : 196507092014111001


Rusmiati, M.Pd
NIP : 198611062018012001

Member,

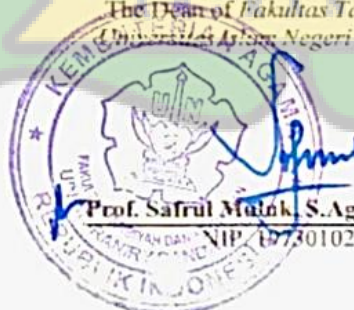
Member,


Dr. Nashriyah, S.Ag., MA
NIP : 196908191999032003


Dr. Masykur, M.A
NIP : 197602022005022002

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh




Prof. Safrul Malik, S.Ag., M.A., M.Ed., Ph.D
NIP : 197301021997031003

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I, the undersigned below :

Name : Sanidah Sitakar
Student ID : 190203024
Study Program : English Language Education
Faculty : Tarbiyah and Teacher Training
Thesis Title :

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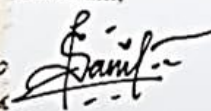
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Sanidah Sitakar
190203024

ABSTRACT

Name : Sanidah Sitakar
NIM : 190203024
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
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This research was conducted to investigate the effectiveness of virtual visits to historical places in improving students' speaking ability at MAN 1 Inovasi Subulussalam. The study applied an experimental method using a one-group pre-test post-test design with 25 students of grade XI as the sample. The data were collected through speaking tests administered before and after the treatment, which consisted of English learning activities based on virtual visits to historical sites. The scores were analyzed using SPSS 25.0, including normality testing and a paired samples t-test. The results showed that the mean score of the students increased from 43.24 in the pre-test to 49.56 in the post-test. The paired samples t-test revealed a significance value of 0.000 ($p < 0.05$), indicating that the difference between the two mean scores was statistically significant. Although both scores remained below the national minimum mastery standard, the findings demonstrated relative improvement, particularly in non-linguistic aspects of speaking. The components of content, confidence, and body language showed the most noticeable progress, while linguistic components such as fluency, pronunciation, grammar, and vocabulary only improved slightly.

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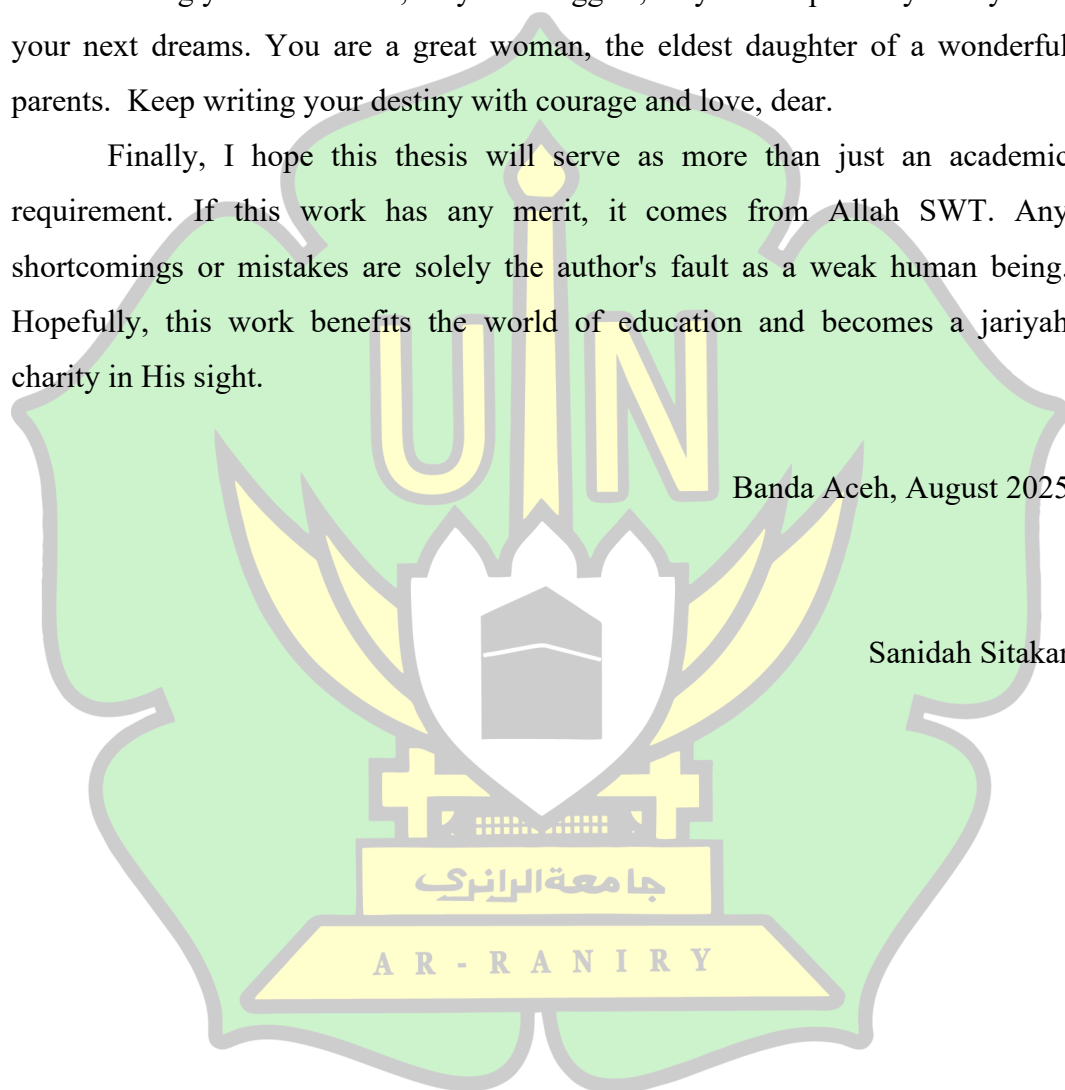
To my little rainbow, sweet and inspiring siblings, Muti, Salma, Sahtunna, Sabrina, Said, and Ardhila, thank you because you are my biggest reason to never stop dreaming. Thank you for motivating me, supporting me, praying for me, and giving me endless encouragement.

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Finally, I hope this thesis will serve as more than just an academic requirement. If this work has any merit, it comes from Allah SWT. Any shortcomings or mistakes are solely the author's fault as a weak human being. Hopefully, this work benefits the world of education and becomes a jariyah charity in His sight.

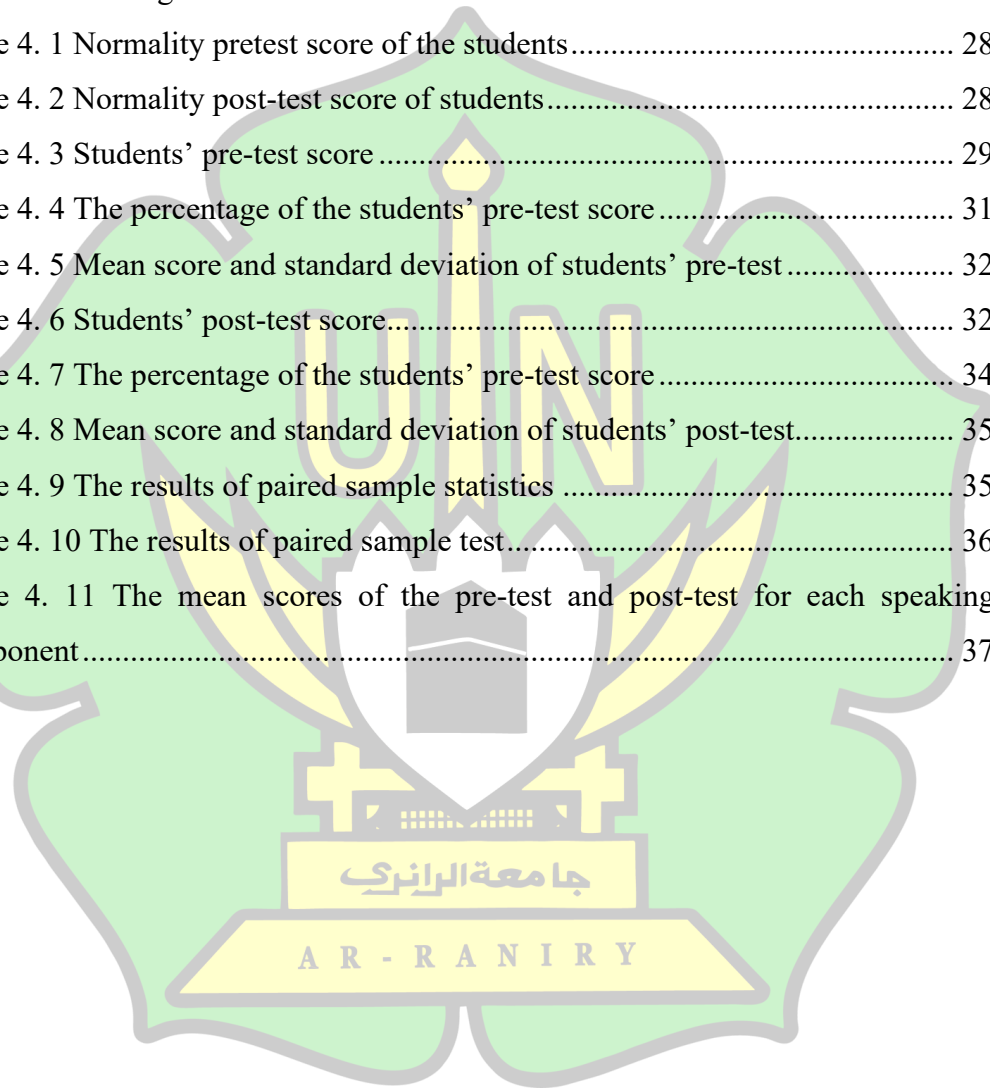
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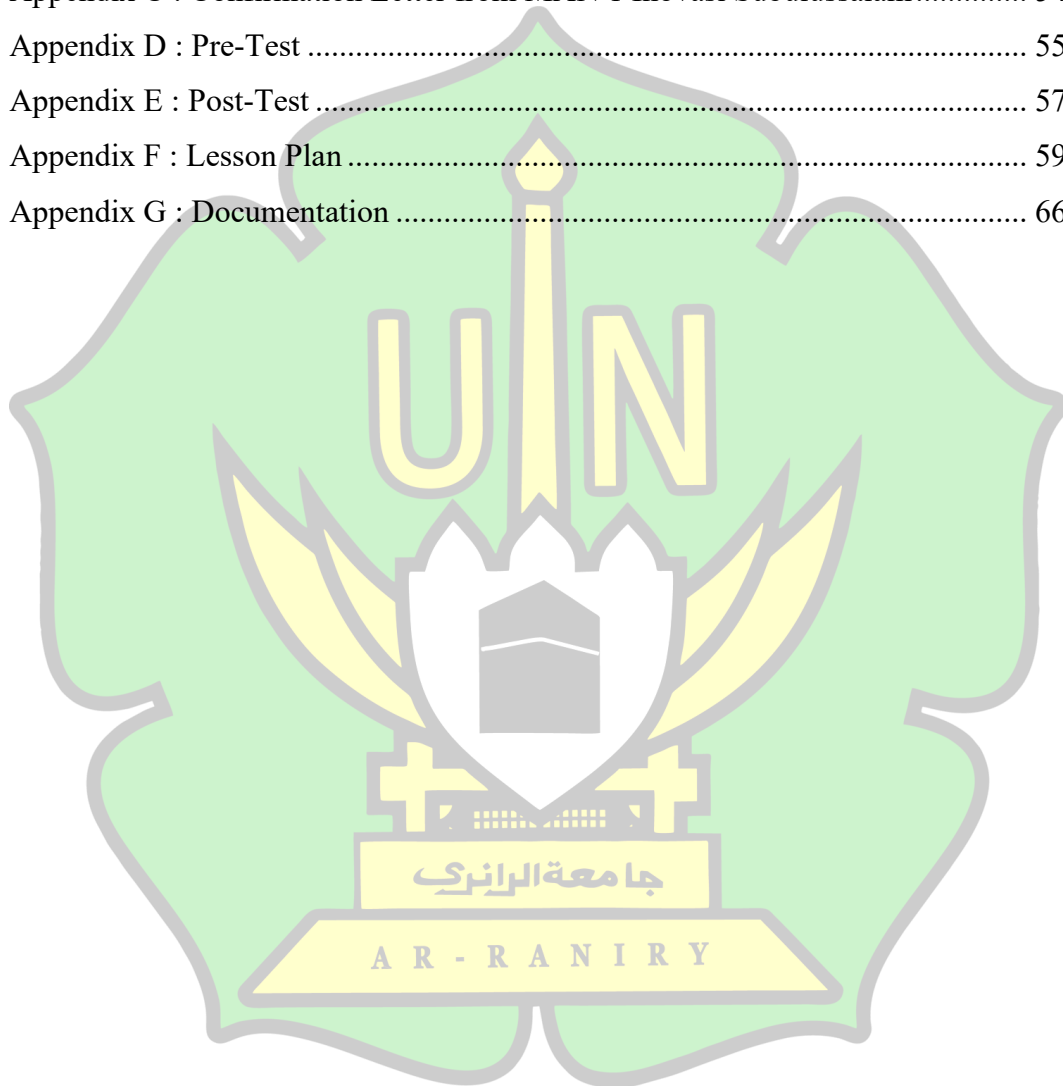
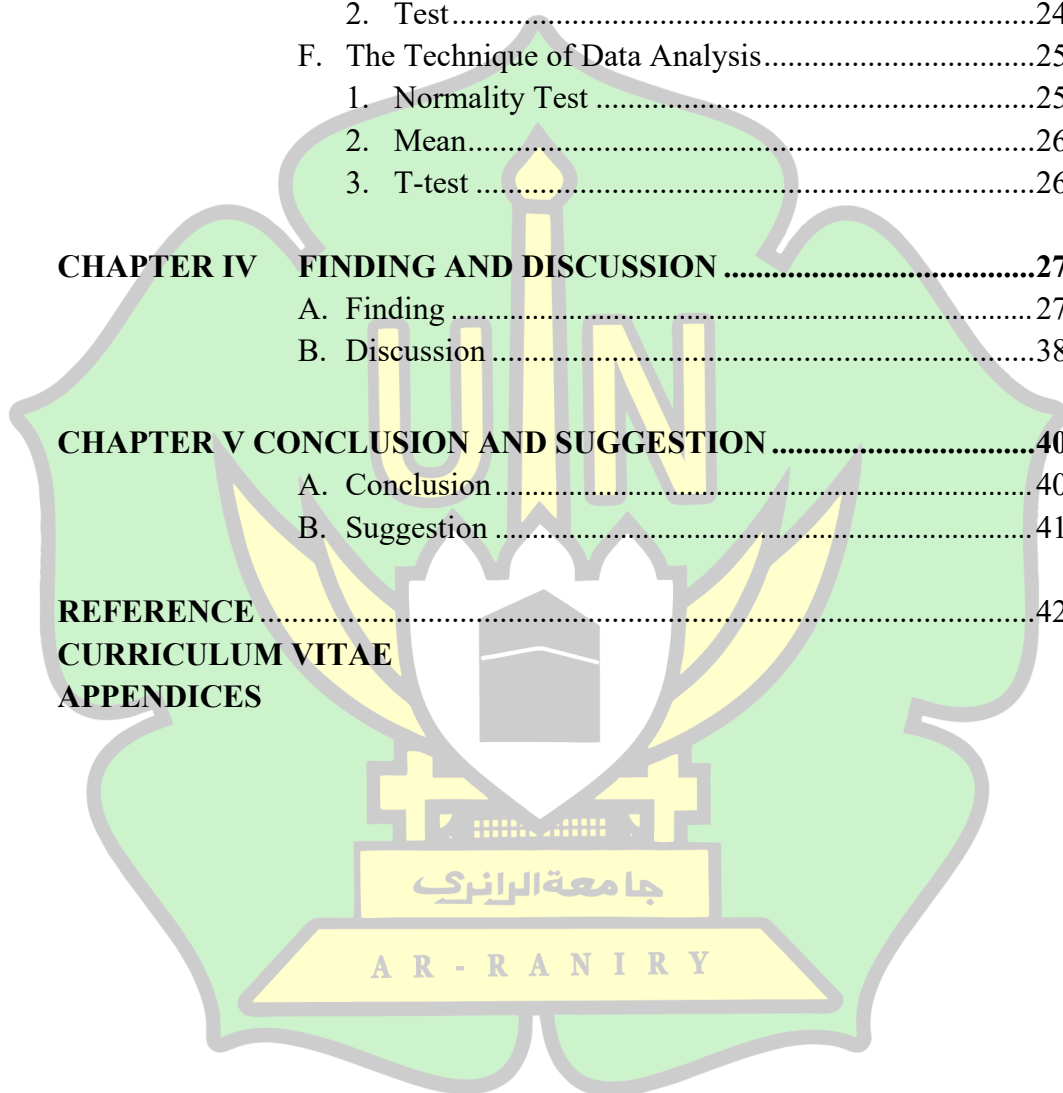


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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is an activity carried out to communicate and convey ideas and feelings to other people using language. In this era of globalization, we as social creatures need effective language skills in all aspects of life, especially speaking English. Usmonov (2020) said that foreign language skills must be learned by students and the general public to achieve high competence verbally and in writing so that they can use English communication as a communication method, especially in study and work activities. Therefore, all countries in the world encourage their citizens to learn English, including Indonesia. Speaking is considered to have an important role in communication, therefore people try to learn this skill with the aim of being able to communicate with the world community (Parupalli, 2019).

Speaking ability is one of the most important skills for English students to learn among other skills. It is often heard that learning English is still considered difficult for students, especially among elementary and middle school students because students must be able to master other language components such as grammar, vocabulary, pronunciation, and fluency to become proficient English speakers. Teaching English has become difficult because of the existence of English as a foreign language in Indonesia (Akbari, 2015).

English learners still find it difficult to develop speaking skills in some contexts, even though they have studied for several years. In Aceh, English itself is taught from elementary school to high school, and several universities have even made English a mandatory subject. Even though students have studied English for six consecutive years, their English skills are still poor (Amiruddin, 2019). Based on the researchers' experience and observations in several cases in high school, this difficulty often occurs because the students lack self-confidence, their vocabulary is inadequate, there is no time to practice, and they lack interest

in learning because the lessons are unpleasant so they find it difficult to learn to speak English.

As an educator, it is part of the teacher's job to connect with speaking class activities and help students improve their speaking skills. An innovative approach to improving students' speaking skills is contextual learning through visits to historical sites. With this method, students learn in real-life situations where they can observe, describe, and interact with objects or environments related to the learning material. This approach aligns with Kolb's (1984) experiential learning theory, which states that learning is more effective when students are directly involved in concrete experiences, followed by reflection and application.

The benefits of field trips and educational tours for students' motivation, engagement and confidence in speaking have been a growing area of research in their use to enhance language learning (Garcia & Tovar, 2023). Despite these encouraging results, there is currently little empirical data specifically looking at how visits to historical sites affect language learners' speaking ability. According to Reeves and Schwartz (2024), previous research has tended to focus more on the cognitive and cultural elements of field trips than on the precise effects on language outcomes.

Several studies have highlighted the effectiveness of vlog-based and video-mediated learning in improving students' speaking skills. Lestari (2019) reported that the use of vlogs in EFL classrooms significantly improved learners' fluency and confidence in speaking, while also fostering learner autonomy. Similarly, Andiappan, et al (2021) found that vlogging tasks in Malaysian secondary schools enhanced students' oral performance in terms of fluency, accuracy, and motivation to speak English. Furthermore, Rahman et al. (2022) revealed that YouTube-based activities effectively supported students' speaking development by providing authentic input and encouraging active oral practice.

Even though various studies have shown that experiential learning has a positive impact on speaking skills, there is still a research gap that cannot be explained. Without looking at how watching video visit to historical place are utilized as an organized pedagogical strategy to improving speaking skills, the

majority of earlier research has mostly concentrated on project- or culture based learning. In addition, there is a lack of empirical research linking historical site visits to structured speaking assessments, particularly in rural or resource-limited areas, such as Subulussalam, where the cultural and historical potential is frequently underutilized in the learning process. This study is important because it uses a quantitative experimental approach to empirically demonstrate the effectiveness of the method, which is rarely done in the context of English language learning in the area.

Based on the issues discussed, to prove the effectiveness of the method, the researcher is interested in conducting a study by applying the method of virtual visit to historical places to improve students' speaking skills in one of the schools in Subulussalam City, Aceh. This study explores and analyzes the extent to which a virtual visit to a historical place can improve the speaking skills of students in class XI 1 at MAN 1 Inovasi Subulussalam, which the researcher focuses on all aspects of speaking skills, both linguistic and non-linguistic. The researcher used historical places as learning media, where students will watch the video visit to historical places, then they have to make a narrative in groups about the place visited, and finally present the narrative text in front of the class using storytelling techniques. Therefore, the researcher conducted a study with the title "Improving Students' Speaking Ability Through Virtual Visit to Historical Place".

B. Research Question

Concerning the background of the study, the research question is "Does virtual visit to historical place significantly improve students' speaking ability at Grade XI-1 of MAN 1 Inovasi Subulussalam?"

C. The Aim of the Study

Based on the research questions above, the objective of the present study is to identify virtual visit to historical place improve students' speaking ability at grade XI-1 of MAN 1 Inovasi Subulussalam.

D. Hypothesis

The hypothesis of this study are :

1. Null Hypothesis (H_0) : Virtual visit to historical places does not improve students' speaking ability.
2. Alternative Hypothesis (H_1) : Virtual visit to historical places effectively improves students' speaking ability.

E. Significance of the Study

This research is expected to contribute meaningfully to the field, both theoretically and practically. Theoretically, it enriches English language learning studies, particularly those focusing on speaking skills, by adding a contextual approach based on direct experience through virtual visit to historical place.

Practically, the results of this study can serve as a reference for English teachers to develop innovative and fun learning methods. By watching video of visiting historical places, students not only gain knowledge of local culture and history, but also have the opportunity to practice their speaking skills in real situations. This reduces their nervousness and increases their confidence when speaking in English. In addition, this research can also be an input for schools and educational policy makers to be more open in integrating experiential learning approaches and local resources in the language learning curriculum.

F. Terminology

To avoid misunderstanding of the readers, the terms used in this study need clear explanation. The terms are valid for this study only.

1. Speaking

In this study, speaking refers to the students' ability of grade XI-1 to produce spoken language in English to communicate meaningfully. This include pronunciation, fluency, vocabulary use, and grammatical accuracy. This speaking skill not only includes linguistic aspects, but also the ability to communicate effectively in real situations.

2. Virtual Visit

Virtual visit in this research refers to the activity of learning English through watching a YouTube vlog video of a visit to Makam Syekh Hamzah

Fansuri, which provides students with visual and auditory experiences similar to a real visit. The virtual visit serves as the main medium for students to explore historical and cultural content while practicing their speaking skills.

3. Historical Place

The historical place in this study specifically refers to Makam Syekh Hamzah Fansuri, a cultural and historical heritage site located in Subulussalam. In this research, the site is introduced and explored through the selected YouTube vlog video.

G. Previous Study

There have been several previous related studies conducted to prove the effectiveness of historical site visits in teaching speaking. Fauzi et.al (2019) conducted a study to examine the effect of study tour activity in teaching junior high school students' speaking skills. The study was conducted at the first-year students of Madrasah Tsanawiyah Islam Al-Maarif Tumpak. Using purposive sampling, the study involved 25 students divided into experimental and control groups. Data were collected through pre-tests and post-tests, then analyzed using a t-test. The results showed that the average post-test scores of the experimental group were higher than those of the control group, with the calculated t-value (2.09) exceeding the table t-value (2.069), indicating that study tour activities significantly influence the improvement of students' speaking skills.

Another previous related study was conducted by Echi (2023) to examine the effectiveness of adventure activities in improving the speaking skills of students at SMA Negeri 18 Luwu Utara. The method used was pre-experimental with a sample of 25 students in class XI IPS 1 selected using purposive sampling. The results of the study showed an increase in the average score from the pre-test of 6.360 to the post-test of 10.680. The calculated t-value (19.503) was higher than the table t-value (2.064), thus concluding that adventure activities are effective in improving students' speaking skills.

Irawati (2023) is study explored students' English-speaking motivation and achievement through field trip videos conducted in class VIIA at SMP Khadijah 2 Surabaya. This study utilized field trip videos as a learning medium through a

classroom action research method. Data was collected using qualitative approaches (field notes, surveys, observations, interviews) and quantitative methods (speaking tests before and after the intervention). The results indicated that the use of field trip videos could enhance students' motivation and speaking skills, as evidenced by improved scores and the majority of students meeting the minimum proficiency criteria.

In contrast, the present study was conducted with high school students and used videos of visits to historical place as the learning medium. The uniqueness of this study is that all participating students have had direct experience of the historical place before, so the video was used to reflect back on the experience and support structured speaking practice. The study also used a pre-experiment method and specifically assessed both linguistic (fluency, pronunciation, grammar and vocabulary) and non linguistic (content, confidence, body language, and engagement) aspects of students' speaking ability.

As such, the focus of this study is more comprehensive and offers a different approach from previous studies. This research makes a new contribution to the development of English speaking skills in the EFL classroom through the incorporation of real-life experiences and contextualized video based learning.

