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## APPENDIX 1 – QUESTIONNAIRE

**Purpose:** To gather students’ perceptions about using audio-visual media in improving speaking skills.

**Instruction:** Please tick (✓) the option that best represents your opinion.

No.	Criteria	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	<b>Motivatio nal</b>	-I enjoy learning English through videos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		-I feel more confident to speak after watching videos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		-I would like teachers to use more audio-visual media in English class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<b>Engagem ent</b>	-Videos help me understand how to use English in real situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		-Audio-visual media make speaking activities more interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<b>Improve ment</b>	-Watching videos helps me improve my pronunciation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		-Subtitles make it easy for me to learn grammar, vocabulary and pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8		-BBC video are good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## APPENDIX 2 – INTERVIEW GUIDE

This interview guide was adopted from Creswell (2014).

**Type:** Semi-Structured Interview

**Participants:** 4 selected students

**Purpose:** To gather in-depth insights into students’ personal experiences, motivation, and challenges when learning speaking through audio-visual media *videos*.

No.	Main Question	Follow-Up Prompts
1	Can you describe your overall experience with audio-visual media in your English speaking classes?	<ul style="list-style-type: none"> <li>- How did you feel when you first used these materials?</li> <li>- Were there moments when they really helped you learn?</li> </ul>
2	In what ways did audio-visual media help you improve your speaking skills?	<ul style="list-style-type: none"> <li>- Did they help with pronunciation, fluency, or vocabulary?</li> <li>- Which type of audio-visual media helped you most?</li> </ul>
3	How did the use of audio-visual aids affect your engagement and motivation during speaking activities?	<ul style="list-style-type: none"> <li>- Which activities made you feel most interested?</li> <li>- Did the materials make you more confident to speak?</li> </ul>
4	Did you face any challenges when using audio-visual materials in class?	<ul style="list-style-type: none"> <li>- Were there technical problems or difficult content?</li> <li>- How did you overcome those challenges?</li> </ul>
5	Do you prefer certain types of audio-visual media over others?	<ul style="list-style-type: none"> <li>- Which media (video, audio, images) do you enjoy most?</li> <li>- Why do you prefer that type?</li> </ul>
6	How did the audio-visual help you understand cultural or real-life contexts in English?	<ul style="list-style-type: none"> <li>- Did you learn about how English is used in daily life?</li> <li>- Did they help you connect with different cultures?</li> </ul>
7	What suggestions would you make to improve how teachers use audio-visual media?	<ul style="list-style-type: none"> <li>- Would you like more interactive or creative activities?</li> <li>- Do you think more frequent use would help your English?</li> </ul>
8	Is there anything else you’d like to share about your experience using audio-visual media?	<ul style="list-style-type: none"> <li>- Any final thoughts or feedback?</li> </ul>

### APPENDIX 3 – OBSERVATION CHECKLIST

**School:** Rosa Mystica Junior High School

**Grade:** Eight (VIII)

**Subject:** English

**Theme/Topic:** Storytelling with audio-visual Video (*Back to the School*)

**Observer’s Name:** Juvencio da Conceicao Martins

**Date:** December 12, 2025.

**Class Level:** VIII

**Duration of Observation:** 15 minutes.

The observation checklist was used to record students’ engagement, participation, language use, reactions, and collaboration during speaking lessons involving BBC Learning English Video.

**Table: Observation Checklist**

No.	Criteria	Indicators	✓ (Yes)	✗ (No)	Comments / Notes
1	Student Engagement with Video	Students pay attention to the video and subtitles.	✓		Paid attention to the videos and followed subtitles well.
		Students show curiosity (ask/answer questions).	✓		Asked and answered questions showing curiosity.
		Students take notes or complete worksheet actively.	✓		Actively took notes and completed the worksheet.
2	Participation in Speaking Activities	Students participate in pair/group discussions.	✓		Participated actively in pair and group discussions.
		Students volunteer or respond when called on.	✓		Volunteered answers and responded confidently when called on.
		Students use expressions/vocabulary from the video.	✓		Used expressions and vocabulary from the videos during speaking.
3	Language Use (Speaking Skills)	Students attempt new vocabulary in speaking tasks.	✓		Attempted to use new vocabulary in speaking tasks.
		Students speak fluently with fewer pauses.	✓		Spoke more fluently with fewer pauses.
		Students pronounce words clearly and correctly.	✓		Pronounced words clearly and correctly.

No.	Criteria	Indicators	✓ (Yes)	✗ (No)	Comments / Notes
		Students show comprehension (give correct responses).	✓		Gave correct responses, showing good comprehension
4	Reaction to BBC Learning English Video	Students show positive emotions (smile, laugh, interest).	✓		Showed positive emotions and interest during the lesson.
		Students appear motivated and confident to speak.	✓		Appeared motivated and confident to speak.
		Students show boredom or distraction (negative sign).	✓		No signs of boredom or distraction observed.
5	Collaboration and Creativity	Students cooperate well in group role-play.	✓		Cooperated well with peers during group role-play.
		Students contribute creative ideas in retelling the story.	✓		Contributed creative ideas when retelling the story.

## **APPENDIX 4 – LESSON PLAN**

**School:** Rosa Mystica Junior High School

**Grade:** Eight (VIII)

**Subject:** English

**Topic:** Storytelling - Back to School (*BBC Learning English Video*)

**Time:** 2 × 40 minutes

### **I. Learning Objectives**

At the end of the lesson, students can:

1. Understand the main idea of the video *Back to School – The Storytellers*.
2. Learn and use new words about friendship and school life.
3. Share their opinion about the story and what they learned.

### **II. Materials and Media**

- Video: *Back to School – The Storytellers*
- LCD projector and speakers
- Watching the video with a big television
- Observation checklist

### **III. Approach and Method**

- **Approach:** Communicative Language Teaching (CLT)
- **Method:** Audio-visual learning, pair work, and role play

## **IV. Learning Steps**

### **A. Opening (10 minutes)**

- Teacher greets the class and checks attendance.
- Small talk: “How do you feel when you return to school after a long holiday?”
- Teacher explains: “Today we will watch a short video about friendship and school life.”

### **B. Main Activities (25 minutes)**

#### **1. Video Activity – “Guess and Watch”**

- Teacher shows some pictures from the video and asks:  
“What do you think will happen in this story?”
- Students watch the video once (with subtitles).
- While watching, students pay attention to the actions and words.

#### **2. Pair Work**

- Students work in pairs to answer simple questions:
  - Who are the characters?
  - What did they do?
  - Which part do you like most? Why?

### **C. Closing (15 minutes)**

- Teacher gives short feedback about students’ pronunciation and fluency.
- Reflection: Students answer in their worksheet:

- “The video helped me to...”
- “One thing I learned today is...”

## **V. Assessment**

- **Formative:** Observation checklist (participation, vocabulary use, speaking effort).
- **Summative:** Speaking rubric
  - Fluency – 40%
  - Vocabulary – 30%
  - Pronunciation/Accuracy – 30%



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N o m o r : 119/WM.H4.FKIP/IZ/III/2026 Kupang, 17 Maret 2026  
Lampiran : 1 (Satu) Proposal  
Perihal. : **Permohonan Izin Penelitian**

Kepada Yth. : Kepala SMP Katolik Rosa Mystica

di-  
Tempat

Dengan hormat,  
Sesuai perihal di atas serta sesuai peraturan Universitas Katolik Widya Mandira Kupang No. 01/WM.RK/6/1986, tentang penyusunan skripsi, maka kami mohon kiranya Bapak/Ibu dapat memberikan ijin penelitian kepada mahasiswa :

Nama : Juvencio Da Concencio Martins  
Nomor Registrasi : 121 19 009  
Jenjang / Semester : S1/ VIII  
Program Studi : Pendidikan Bahasa Inggris

Dalam rangka penulisan skripsi berjudul : “ **A STUDY ON STUDENTS PERCEPTION OF THE USE OF BBC LEARNING ENGLISH VIDEO IN LEARNING SPEAKING AT ROSA MYSTICA JUNIOR HIGH SCHOOL**”

**Dengan lokasi penelitian : SMP Katolik Rosa Mystica**

Demikian permohonan kami, atas perhatian Bapak/Ibu, kami sampaikan limpah terima kasih.

**Dr. Madar Aleksius, M.Ed**  
NIDN- 0829076201

Tembusan :

1. Yth. Rektor Cq. Warek 1 Unwira
2. Mahasiswa Yang Bersangkutan



YAYASAN ANCILLA DOMINI  
SMPK ROSA MYSTICA  
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**Surat Keterangan Selesai Penelitian**

**No: 174/SMPK-RM//XII/2025**

Yang bertanda tangan di bawah ini:

Nama : Sr. Ma. Castora Encamacao Silva, RVM.,S.Pd  
NIP : -  
Jabatan : Kepala Sekolah  
Sekolah : SMPK Rosa Mystica Kupang

Menerangkan dengan sebenarnya bahwa :

Nama : Juvencio da Concicao Martins  
NIM : 12119009  
Semester : XIII  
Status : Mahasiswa

Jurusan : Pendidikan Bahasa Inggris

Yang bersangkutan benar-benar telah melakukan penelitian dengan judul "***A STUDY ON STUDENTS' PERCEPTION OF THE USE OF BBC LEARNING ENGLISH VIDEO IN LEARNING SPEAKING AT ROSA MYSTICA JUNIOR HIGH SCHOOL***".

Penelitian tersebut dilaksanakan selama 2 (dua) minggu.

Demikian surat ini dibuat untuk dipergunakan seperlunya.

Kupang, 12 Desember 2025



Sr. Ma. Castora Encamacao Silva, RVM.,S.Pd



**UPT. PERPUSTAKAAN PUSAT  
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**SURAT KETERANGAN HASIL CEK PLAGIASI**

**Nomor: 0458/WM.H16/SK.CP/2026**

Dengan ini menerangkan bahwa:


Nama : Juvencio da Conceicao Martins  
NIM : 12119009  
Fakultas/Prodi : Keguruan dan Ilmu Pendidikan/ Bahasa Inggris  
Dosen Pembimbing : 1. P. Dr. Ubaldus Djonda, SVD., MA  
2. Dr. Bernardus K. Danibao, SH., M.Ed  
Judul Skripsi : **A Study On Students' Perception of The Use Of BBC Learning English Video in Learning Speaking at Rosa Mystica Junior High School.**

Skripsi yang bersangkutan di atas telah melalui proses cek plagiasi menggunakan Turnitin dengan hasil kemiripan (*similarity*) sebesar **14% (Empat Belas) %**.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Kupang, 20 April 2026

Kepala UPT Perpustakaan,

  
**Damianus Dami, S.Ptk.**