

ENHANCING STUDENTS SPEAKING ABILITY THROUGH EFFORTLESS ENGLISH VIDEO TECHNIQUE

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ABSTRACT

This research explores the use of the Effortless English Video Technique to enhance students' speaking ability at Universitas Islam Negeri Syekh Wasil Kediri. Unlike conventional language instruction methods that rely heavily on grammar drilling and rote memorization, this technique offers a distinctive framework for fostering spontaneous, confident, and fluent spoken English among EFL learners. Speaking is one of the essential skills in English learning, yet many students still face difficulties such as lack of confidence, limited vocabulary, poor pronunciation, and fear of making mistakes. The Effortless English Video Technique which is developed by A.J. Hoge provides an engaging way to help students speak fluently and naturally through repeated listening and speaking practices using authentic English videos. The study aims to describe the implementation of this technique and to investigate its potential in improving students' speaking ability. The research employs a Classroom Action Research (CAR) design using McTaggart's model, consisting of planning, acting, observing, and reflecting stages conducted in two cycles. The participants are 108 students at first semester of the English Department. Data are collected through observation, questionnaires, and speaking tests. The quantitative results showed a significant improvement: the mean score increased from 76.39(pre-test) to 83.71 (post-test, cycle 2), indicating a 9,6% increase in the class average. Crucially, the percentage of students achieving the Minimum Mastery Criterion (KKM) (a score of 75) substantially increased from 46% in the pre-test to 89% in the post-test. Questionnaire results indicated a high positive perception from students, especially regarding increased motivation and public speaking confidence. Therefore, the Effortless English Video Technique is proven to be an effective and engaging method for enhancing students' speaking ability since the repeated engagement with the same learning materials promotes deeper language acquisition.

Keywords: effortless technique, English video, speaking ability

INTRODUCTION

English learners rare use their time outside class to practice it and also all the English learners are still afraid and shy to express their word, idea, feeling or their afraid to make mistake. Hidayat (2021) states that one of dominant factors identified as the cause of students' speaking anxiety is fear of making mistakes and apprehension about others' evaluation. Sintawati, et al. (2025) also stated that lack of courage makes students choose to be silent. It makes some learners expressed that learning and speaking a foreign language in the classroom is always a problem. Meanwhile, proficient speaking abilities support academic performance by promoting active engagement in conversations, presentations, and collaborative efforts

(Argawati et al.: 2025). As the result when in the speaking class the English learners just keep silent, shy, nervous, and show up their smiling when turn is coming. Jaya et al. (2022) said that the students' speaking problems are linguistic and nonlinguistic problem including lack of vocabulary, poor in grammar, lack of confident, while poor in pronunciation and fear of making mistake. MuthuKrishnan (2021) stated that the English teachers have to adopt several techniques to develop their learners' speaking skills since they have some problems such as fear of making mistakes and doesn't have any confidence or shy. Thus, the teachers have important roles to overcome it by applying the suitable method that is able to lose the negative image of the students about speaking skill. They must select a teaching technique that is appropriate for the student's situation, as each class has unique characteristics. Effortless English Video can be selected as the appropriate technique since it provides engaging way to help students speak fluently and naturally through repeated listening and speaking practices using authentic English videos. Aritonang et al. (2024) stated that the strategies for teaching speaking should be made appropriate in order to attain the expected outcomes. It has an important role to achieve a particular goal; teacher should balance the strategies to the needs of students. Sadtono (2003) said that in teaching Foreign Language Analogy Especially English said that the foundation of speaking proficiency is the unchangeable iron laws. The iron laws are divided into four categories in this book: a good teacher, a short speaking class, a high amount of practice, and a long study period.

Speaking has proven to be difficult because learners struggle to assess themselves in relation to other English skills and components, including listening, writing, reading, grammar, vocabulary, and pronunciation. Moreover, speaking is a highly complex and dynamic skill which involves the use of several simultaneous processes such as cognitive, physical and socio-cultural, and students' knowledge and skill that must be activated rapidly in real time (Burn: 2019). One creative way to help students improve their spoken English is through watching videos. One of the more modern strategies for improving speaking abilities is the Effortless English video method. By using a repetition technique to practice speaking in an engaging way, this method places an emphasis on speaking like a native speaker. This method will guarantee that the sentences are accurate while also assisting English language learners in improving their speaking skills. In the end, students must become proficient speakers in order to interact with others and communicate effectively. The Effortless English video can help students improve their speaking abilities. According to Penny Ur (1999), some characteristics of successful speaking instruction include: learners talking a lot, learners' participation, high motivation, and learners at an acceptable level. One of their efforts to improve speaking skills while learning English is to teach speaking using the effortless English video technique. This technique makes it easy for students to understand and speak English. Different from conventional technique which focus on drilling and memorizing, this technique offers a distinctive framework for fostering spontaneous, confident, and fluent spoken English among EFL learners. As a result, this study aims to describe the implementation of this technique and to investigate its potential in improving students' speaking ability.

According to Ricard (1991) speaking is another useful talent; we encode language similarly to writing, but more quickly. We have limited chances to slow down or repeat ourselves without seeming unsure or alien. We must employ sufficiently clear phonetic forms when encoding messages into words, phrases, and texts so interlocutors comprehend us. Among the four talents, speaking is the most difficult to master. It is difficult to judge accurately. In speech process analysis, the following five components are frequently identified:

- a. Pronunciation: It had the following segmental characteristics: In each language, we may distinguish a limited number of commonly used sounds, as well as stress and intonation.

- b. Grammar: Grammar is a linguistic category that is often characterized by syntactic or morphological elements, such as sentence structure and tenses.
- c. Vocabulary is a linguistic component that stores all information regarding meaning.
- d. Fluency: The ease and speed with which words are uttered without obvious cognitive or mental effort. It is the condition of having mastered word recognition to the point of overlearning. Fundamental abilities are so "automatic" that they do not necessitate conscious attention or English fluency.
- e. Comprehension: It refers to properly grasping the entire element of the message communicated in the discussions; in this situation, comprehension focuses on the students' knowledge of the conversation.

Effortless English Video technique addresses pronunciation through what is termed deep listening and repeated exposure to authentic spoken English delivered by native speakers rather than teaching pronunciation through explicit phonetic instruction or isolated drilling of sounds. In addition, grammar is not taught through explicit rule memorization or traditional grammar drills. Instead, the video technique embeds grammatical structures within meaningful, story-based, and emotionally engaging contexts. Thus, learners are exposed to correct grammatical patterns repeatedly within natural spoken discourse.

Repeated listening practice of this technique designed to push language processing from the conscious mind into automatic. By listening to the same content repeatedly, learners move past the stage of conscious grammar or vocabulary analysis toward instinctive language use. Moreover, through repeated exposure to comprehensible input, the video technique trains learners to process spoken English as a complete, contextual whole rather than piecing it together word by word. As a result, this technique offers an integrated approach that addresses components of speaking ability through natural, repeated, and contextualized exposure to spoken English.

Various speaking activities are being used in English learning, here are some of the most often utilized based on Harmer (2001)

- a. Acting from a script Students can act out scenes from plays and/or their course books, and the results are occasionally videotaped. Students regularly act out conversations they have written. This usually necessitates their standing at the front of the class.
- b. Communication games. Games designed to promote student communication typically rely on an information gap, so one student must speak with a partner in order to solve a 10 puzzle, draw a picture, sort objects in the correct sequence (explain and arrange), or discover similarities and differences between images.
- c. Discussion. A 'buzz group' is one method a teacher might use to avert such issues. All of this implies that students will be able to undertake brief discussions in small groups before being asked to speak in public. The stress level of the final whole-class performance is reduced since students have time to explore ideas and languages with which to express them before being asked to speak in front of the complete class.
- d. Prepared talks. A prepared talk is a form of activity in which a student (or students) makes a presentation on a topic of their choice. These lectures are not designed for informal, spontaneous discussion; rather, they are more "writing-like." If feasible, students should speak from notes rather than a script.
- e. Questionnaires. Questionnaires are helpful because they ensure that the questioner and reply both have something to say to each other. They may support the natural use of certain recurring language patterns and so be positioned in the center of our communication continuum, depending on how successfully they are created.

- f. Simulation and role-play. Many students benefit immensely from role-playing and simulation. Students 'stimulate' a real-world event (such as a business meeting or an interview) as if it were taking place in real life, either as themselves playing a different role or with attitudes and sentiments they do not necessarily share. Simulation and role-playing can help students enhance their general oral fluency or prepare them for specific settings, which is very useful while learning ESP.

The learning and teaching of a second or foreign language is a complex process. Learning is "the acquisition or gain of knowledge of a subject or skill through study, experience, or instruction." Similarly, learning, which is implicit in the first definition of learning, can be defined as "the act of helping someone learn something, giving instructions, guiding someone to learn something, imparting knowledge, or encouraging learning or understanding." »

But it is different if we use this technique. Effortless English from Hoge, this technique has some element. Based on Hoge (2013), there are seven rule of this technique, they are: a) Study Phrases, Not Individual Words, b) Don't Study Grammar, c) The Most Important Rule– Listen First, d) Slow, Deep English Learning Is Best, e) Use Point of View Mini-Stories, f) Only Use Real English Lessons & Materials, g) Listen and Answer, not Listen and Repeat. It is so different with other ways of speaking commonly. A study conducted by Hamdi and Asrobi (2025) showed that the Point of View Lesson technique can be a practical pedagogical approach for developing speaking skills in EFL learners, particularly when integrated with reflective teaching practices in real classroom contexts.

Implementing Effortless English video technique needed 6 day which focus on listening activity for 3 days and focus on speaking for 3 days. The first step, learners must take is to watch the video, which lasts about two or three minutes. Learners only need to watch with English subtitles. When they listen and read along with the subtitle, they must write down the words they do not know. After watching the video and writing the unknown words, the learners pause it. Then they can use a dictionary to find the meaning of the unknown words. Then, if students understand the meaning of the words, they must repeat to watch

This time, they must pay attention to the words because they have written them down and understand what they mean. Pause it again after the first one has ended. At this point, students can go over their word lists to familiarize themselves with the words that were previously difficult for them.

After that, the learners should review again as before. Now, the learners should remember the meaning of the unknown word in the first scene because they have already reviewed that word. Students may need to watch the video several times to gain a deeper understanding of the pronunciation and context of the scene. After reviewing the vocabulary, students can finish the first day of treatment and move on to the next day's activities. Then, the learners can continue for practicing speaking after focusing on listening for 3 days. Here is the flowchart of the Effortless English Video:

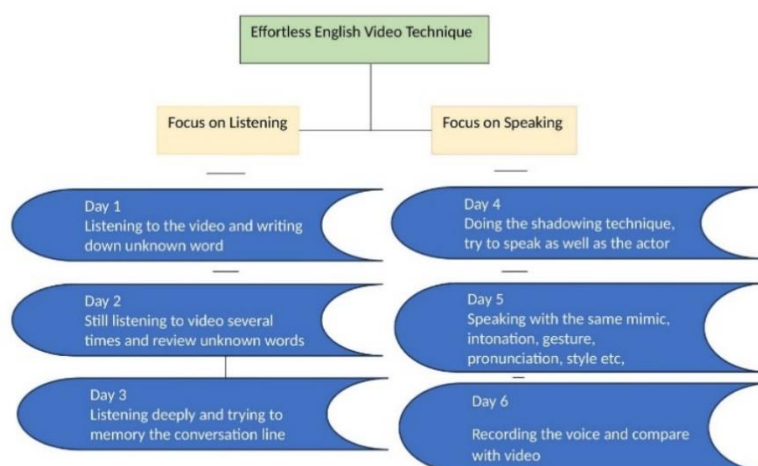


Figure 1: Flowchart of The Effortless English Video

METHOD

This study used the qualitative research method of Classroom Action Research (CAR). The author applies McTaggart concept of classroom action research to this study. The teaching and learning processes in this classroom action research are divided into two cycles, each with four stages: planning, acting, observing, and reflecting. The subject of this research are 108 students at first semester students of English Department students at UIN Kediri. In this study, two types of data gathering approaches were used: quantitative and qualitative. Pre-testing produces quantifiable data, post-testing, and questionnaires, whilst the qualitative data is obtained through observation. A pre-test, post-test, and questionnaire were used to collect data. Before beginning the teaching learning process, students were given a pre-test. A pre-test was given to evaluate their baseline level of English ability. Second, in post-test 1 and 2, students were given a spoken exam at the conclusion of each cycle after being taught how to assess students' achievement. To learn about the replies and improvements made by students during the course of the research. The researcher gave the students who completed the criteria a check (v). The writer summarized the results of the observation checklist into such an observing list and classified it using the criteria of the observation list. The writer distributed a feedback form or questionnaire to students in order to elicit their opinions on this strategy. Students were asked to respond to 30 questions regarding their reactions and sentiments toward the treatment using a five-point Likert scale, ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). The responses were then interpreted based on mean score ranges, where a higher mean indicated a more positive perception of the treatment.

When examining data on students' speaking abilities, the writer administered and graded a speaking component-based test grammar, vocabulary, understanding, fluency, and pronunciation are all important are examples (Brown, 2004, pp. 172-173). Brown's rating scale was utilized by the author (*using Speaking Evaluation Rubric Categories Score Criteria*). To gain the mean of students' speaking ability in pre-test and post-test, researcher use formula as follows (Ananda & Fadhli, 2018)

$$M_x = \frac{\sum x}{N}$$

- Notes:
 M : Mean
 x : Individual Score
 N : Number of Students



Moreover, to discover the students who pass and who do not pass the minimum score (KKM), 75 is used the formula as follows (Ananda & Fadhli, 2018)

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

Notes:
 P: Class percentage
 f: Frequency being sought for the percentage
 N: Number of participants

The researcher evaluated if there are any changes in students' speaking score from pre-test to the average score of the students in cycle 1 and cycle 2 after having mean of the score of the students per action. The formula used is as follow (Meltzer, 2002):

$$P = \frac{y^1 - y}{y} \times 100\%$$

Notes:
 P : percentage of students' improvement
 y : pre-test
 y1: post-test 1

$$P = \frac{y^2 - y^1}{y^1} \times 100\%$$

Notes:
 P : percentage of students' improvement
 y1: pre-test 1
 y2: post-test 2

By knowing the mean and the percentage that passes and does not pass the minimum score is seen if Effortless English Video strategy could improve students' speaking ability or not. The researcher used data triangulation, which obtains data from various sources. Another triangulation used is methodological triangulation since this research using different methods and different instruments to gather data. Success is defined as students meeting the minimum criteria of mastering the English language at first semester at UIN Syekh Wasil Kediri, which is 75. This study is projected to provide at least 75% of students who meet the minimal criterion for mastering English lessons.

FINDINGS AND DISCUSSION

1. The result of pre-test

The researcher used the following formula to calculate the percentage of students who passed the KKM score:

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

Tabel 1. Student's pre test score

No	Students' name	Score Pre test
1	ZF	89
2	RS	73
3	WL	80
4	NS	85
5	LT	84
6	DM	89
7	DW	85
8	RH	89
9	EV	86



10	ER	72
11	WL	70
12	DF	72
13	DC	88
14	SW	73
15	CN	85
16	SN	86
17	SS	85
18	AT	84
19	AB	72
20	IM	73
21	MM	85
22	AD	87
23	DZ	70
24	NB	72
25	AG	72
26	RS	70
27	YN	72
28	DM	72
29	NS	82
30	AD	72
31	ND	70
32	RF	72
33	AK	85
34	AM	88
35	PT	72
36	DL	78
37	AP	70
38	RF	71
39	SF	82
40	RB	72
41	RT	80
42	IG	85
43	YQ	81
44	MN	80
45	ML	70
46	TW	72
47	TH	82
48	LL	80
49	SL	70
50	AR	72
51	FH	80
52	AN	70
53	ZK	85
54	NF	90
55	ND	72

56	MM	80
57	AD	88
58	NS	82
59	WF	82
60	MI	88
61	AL	85
62	OK	80
63	VG	72
64	FD	72
65	FO	82
66	JB	80
67	WD	80
68	SB	72
69	AB	80
70	JN	80
71	KA	70
72	DW	80
73	DM	72
74	EK	74
75	RM	72
76	AL	72
77	AY	70
78	TN	70
79	CH	72
80	MF	80
81	AR	80
82	IZ	72
83	NY	80
84	AF	80
85	FC	70
86	PR	80
87	NY	72
88	DN	72
89	MZ	70
90	AV	65
91	ZZ	70
92	SS	68
93	GL	60
94	ZS	60
95	FK	72
96	NA	68
97	SA	70
98	NW	68
99	NK	80
100	ES	72
101	ZM	70

102	MA	70
103	HR	72
104	RV	86
105	AK	70
106	DA	68
107	NA	80
108	HY	68

$$P = \frac{58}{108} \times 100\%$$

$$P = 46\%$$

Based on the pre-test results, the data showed that the mean score of the pre-test is 76,39. There were 54% students were below the criterion

2. Finding the first cycle

a. Planning

In the first cycle, the researcher focused on preparing the lesson and selected the Effortless English video materials. The development of the observation sheet is also done by the researcher. It was used to observe the students' learning process during the use of Effortless English Video in the classroom.

b. Acting and observing

1. First meeting: initial exposure and vocabulary awareness

The implementation focused on introducing students to the Effortless English Video technique and building initial listening awareness. The lecturer began by explaining the purpose of the activity and the learning rules, particularly emphasizing that students were not required to speak immediately and should focus on listening without pressure. The lecturer played a short English video (approximately 2–3 minutes) with English subtitles enabled. Students were instructed to watch attentively while listening to the native speaker's pronunciation, intonation, and natural expressions. During this stage, students were asked to write down unfamiliar words or phrases they encountered in the video.

2. Second meeting: deep listening and repetition for comprehension

On the second day is focused on remaining listening comprehension, but it was with deeper repetition. The same video was used to ensure familiarity and reduce cognitive load. The lecturer instructed students to listen carefully without writing notes, encouraging them to focus on meaning, sentence patterns, and pronunciation. The video was played multiple times. After each viewing, students were asked simple comprehension questions orally, such as identifying the topic, main ideas, and speaker emotions. It was for checking their comprehension after listening the video for several times. In this occasion, the students were not forced to speak in full sentences for answering the question. The short answers were accepted to reduce anxiety.

3. Third meeting: listening without subtitles and pronunciation

The lecturer gradually removed English subtitles to enhance students' listening skills. The video was played first without subtitles and then replayed with subtitles for confirmation. Students were encouraged to notice pronunciation, stress, rhythm, and intonation used by the native speaker. The lecturer highlighted commonly repeated

phrases and modelled natural pronunciation by replaying selected parts of the video. Then, the students were allowed to quietly imitate sounds without speaking aloud.

4. Forth meeting: guided speaking through imitation

The lecturer selected short sentences and phrases from the video and modeled their pronunciation. Then, the students were asked to repeat the sentences together as a class. This activity was focusing on accuracy rather than fluency. Then, the lecturer divided the students into small group. They were asked to do choral repetition which was used to reduce individual pressure, followed by small-group practice. Students practiced mimicking pronunciation, stress, and intonation in a supportive environment.

5. Fifth meeting: individual and pair speaking practice

The students were asked to retell short parts of the video using simple sentences and familiar phrases. The lecturer emphasized fluency and confidence rather than grammatical perfection. Students practiced speaking in pairs before volunteering to speak in front of the class. They discuss with his/her pair for speaking preparation before perform in front of the class. In order to avoid the students' discouragement, the lecturer gave feedback gently.

6. Sixth meeting: free speaking and reflection

Students were encouraged to express their opinions about the video content or share personal experiences related to the topic. This activity aimed to measure their speaking development after six days of exposure. While practicing speaking individually, the lecturer observed students' pronunciation, fluency, and confidence during spontaneous speaking. In this phase, the student activities involved free speaking, peer interaction, and self-reflection.

c. Reflecting

Based on the result of post test in cycle 1, it was found that there were 63% of students had achieved the KKM score, which was higher than the results of the pre-test (46%). It means there is an increase in students' speaking ability, even though it has not reached 75% of the total students. By doing so, it still needs to be implemented again from the use of Effortless English Video to improve the students' speaking ability, which will be done in the second cycle. Based on observations, the researcher found out that several factors were resulting in students still not achieving scores above the KKM. Eventhough the students' engagement and motivation improved, some the challenges such as vocabulary limitations and initial anxiety were still faced the students which caused their speaking ability. This challenging was the difficulty students faced in confidently imitating the native speaker's speed and rhythm. Therefore, a revision was necessary for solving the problem faced in fist cycle.

d. Revision of the first cycle

Based on the overview of the students' score accomplishment in the first cycle, the implementation of Effortless English video technique had not given satisfactory results on the development of students' speaking ability. The researcher concluded several revisions before conducting the next cycle to attain criteria of success in this research. The first thing that must be revised was the activity in each day that should motivate students' engagement. In addition, the students still have limited vocabulary, initial anxiety and less confidence. As the results of observations in the first cycle, there were still many students who were less interested in participating in learning activities. Indirectly, it caused their achievement when doing to test their abilities. The result of

the test showed that there were still many students who had not yet reached the specified criteria. Therefore, the researchers planned to modify the activity by involving and encourage students supporting by video interactive to participate actively in learning activity. The revision focused on extending the repetition time and simplifying the imitation tasks to be more manageable. The plan for Cycle 2 was adjusted to integrate the repetition technique more thoroughly and to provide more encouragement and a less stressful environment for speaking.

3. Second cycle

a. Planning

Cycle 2 was implemented as a revised instructional action following the reflection results of Cycle 1. Although students' overall speaking scores and KKM achievement improved in Cycle 1, several students still demonstrated limited progression in speaking ability, particularly in pronunciation accuracy and self-confidence when imitating native speakers. Therefore, Cycle 2 was designed to provide more structured, gradual, and supportive learning activities, focusing on pronunciation awareness, repetition, and confidence-building through the Effortless English Video technique.

b. Action and observing

1. First meeting: reorientation and pronunciation awareness

On the first day of Cycle 2, the lecturer began by reorienting students to the Effortless English learning principles, emphasizing that improvement in speaking requires repeated exposure and imitation without fear of making mistakes. The learning objectives for Cycle 2 were clearly explained, particularly the focus on pronunciation and confidence. The selected English video was intentionally short and spoken at a moderate speed. The video was played without subtitles to encourage students to focus on sounds, rhythm, and intonation rather than written forms. Students were instructed to listen carefully and identify pronunciation features such as word stress and sentence rhythm. After the first viewing, the lecturer replayed the video with English subtitles. Students were asked to underline or note phrases that were difficult to pronounce. A brief discussion followed to clarify meaning, ensuring that comprehension did not become a barrier to pronunciation practice.

2. Second meeting: focused listening and pronunciation practice

The second day focused on deep listening and collective pronunciation practice. The lecturer played selected segments of the video repeatedly, pausing after each sentence. Students were asked to listen carefully before repeating the sentences together as a class. Choral repetition was emphasized to reduce anxiety and build confidence. The lecturer modelled pronunciation clearly, highlighting stress, intonation, and connected speech. Problematic sounds were practiced multiple times until students felt comfortable.

3. Third meeting: controlled pair practice and self-monitoring

On the third day, students moved from group repetition to controlled pair practice. The lecturer divided the video into short phrases and assigned students to practice them in pairs. Each student took turns acting as the speaker and listener. In addition, to enhance self-awareness, students were encouraged to record their voices using their mobile phones and compare their pronunciation with the native speaker. The student felt enthusiasm when they recorded it and listened their voice. The lecturer provided individual feedback, focusing on improvement rather than error correction.

4. Forth meeting: guided speaking through sentence expansion

The fourth day emphasized guided speaking practice by expanding sentences from the video. Students were asked to imitate a sentence and then slightly modify it using similar patterns or vocabulary. This activity aimed to maintain pronunciation accuracy while encouraging limited creativity. The lecturer demonstrated examples and monitored students' practice in small groups. Feedback was provided immediately, especially for pronunciation and intonation patterns. Feedback was given to the students one by one in order to encourage and motivate the students practicing speaking appropriately.

5. Fifth meeting: free speaking and confidence building

The students participated in speaking activities on the fifth day. They were asked to retell short parts of the video or express simple opinions related to the video content. The lecturer emphasized fluency, clarity, and confidence rather than grammatical accuracy. Students practiced in pairs before presenting voluntarily in front of the class. In order to build students' confidence, positive reinforcement was provided by the lecturer to encourage their participation. The students' activities in this phase included retelling, opinion sharing, and peer interaction. The students felt confidence when practicing speaking. Their response demonstrated significant improvement in speaking confidence and willingness to communicate. Students showed better pronunciation and smoother speech flow since they had listened the video in multiple times, understood the vocabulary, and practiced its pronunciation.

6. Sixth meeting: free speaking performance

On the final day, students were engaged in free speaking activities to evaluate their speaking progression. Students were asked to speak spontaneously about the video topic or share personal experiences related to it. In addition, the lecturer observed students' pronunciation, fluency, and confidence, and all the aspects of speaking during the activity. A reflection session was conducted, allowing students to express their perceptions of the Effortless English Video technique. While one student practiced speaking, the other students listened it carefully. At the end of speaking practice, the lecturer allowed some students to give questions to the speaker. The students' response toward this activity were largely positive. Support from other students also reduced their fear of making pronunciation mistakes.

c. Reflecting

After implementing the second cycle and seeing the results, the researcher felt quite satisfied with the development of students' speaking ability. They were seen in student activity in learning activities in class. They were better at doing group work with each other, and the results from what they had done were satisfying. They were also active when practicing speaking in pairs. They gave feedback and correction each other relate to the vocabulary and its pronunciation. By seeing this development of students' reactions to the treatment given, this showed that there was an increase in students' understanding of the vocabulary and pronunciation. As a result, their speaking ability was improved since they had capability and understanding to pronounce appropriately. Indirectly, it increased their confidence and decreased their anxiety.

In addition, the results of final post test showed an increase in their speaking ability proven by there were 89% of students passed the score of the second post-test. According to Scruggs and Mastropieri (1998), as referenced in Davidson & O'Connor (2019), a treatment is deemed successful if 90%–100% of students achieve the expected test outcomes. When the proportion of students falls between 70% and 90%, the

treatment is considered moderately successful, whereas results below 70% indicate that the treatment is unsuccessful. In this research, the investigation will be successful if 75% of the targeted students could achieve the minimum score of targets from the test. This success result relate to Hoge (2013) who stated that meaningful acquisition takes place when the learner's focus is placed on the comprehension of meaning or message rather than on grammatical form, allowing the language to be internalized subconsciously. It can be deduced that the results of the test indicated success in improving students' speaking ability through Effortless English Video technique. Thus, the Classroom Action Research was stopped in the second cycle because more than 75% of students met the graduation criteria. In contrast, 11% of students who have not reached the criteria will be given further treatment by the lecturer.

4. Finding After Implementing The Action

a. The result of questionnaire

The questionnaire measured student perception of the technique, their perceived skill improvement, and their difficulties/challenges. The questionnaire used a Likert scale. The results show a predominantly positive perception among the students:

- 1) **High Motivation:** Students highly agreed that the technique makes learning speaking more interesting and less boring and that the technique makes the process feel easier/less effortful.

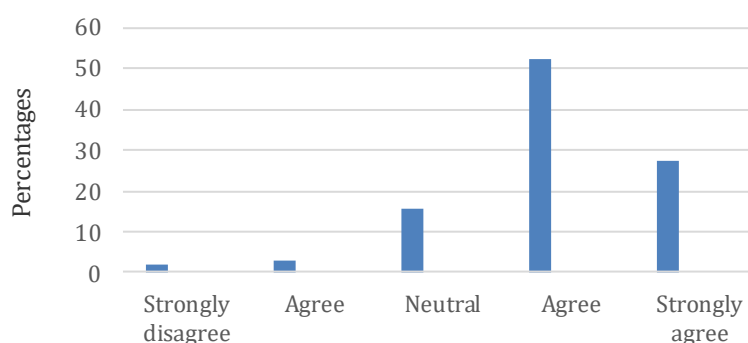


Figure 2: students' motivation

- 2) **Skill Improvement:** Students strongly perceived improvement in two key areas: their ability to comprehend English conversations due to intense listening practice and, significantly, that they have become more confident to speak English in public.

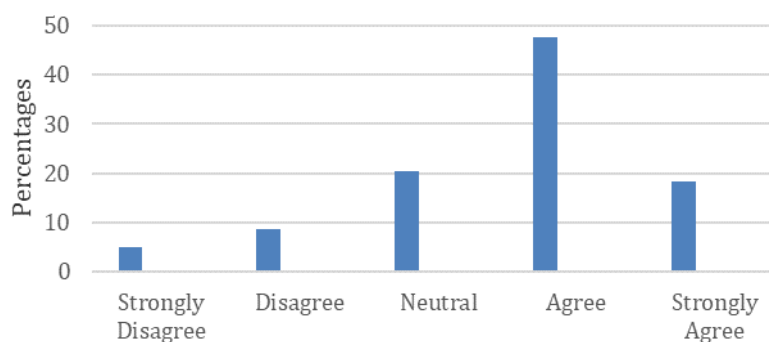


Figure 3. student's perception of speaking skill improvement

3) **Challenges:** The highest reported challenge was the difficulty in searching for and understanding the meaning of new words (vocabulary) from the video, followed by shadowing, the need to learn grammar separately, and imitating exact intonation.

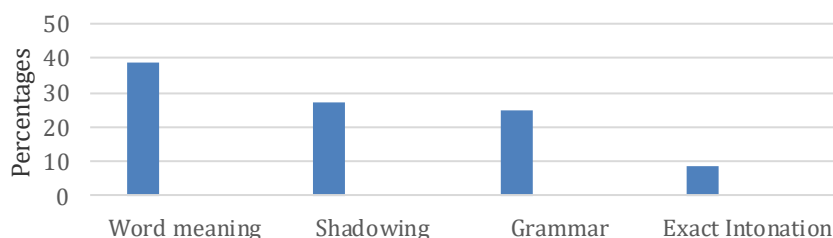


Figure 4: students' challenges

b. The result of post test

The aim of the post-test that was conducted after Cycle 1 and Cycle 2 is to measure the students' speaking ability development during and after implementing Effortless English Video. The first post-test was held on 18th October 2025, and the second post-test was held on 15th November 2025. The researcher calculated the score of the post-test after giving the test to the students. The post-test result obtained below is. The researcher calculated the mean score at first:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{8692}{108}$$

$$M_x = 80,48$$

Furthermore, the researcher used the following formula to calculate the percentage of students who passed the KKM score:

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

$$P = \frac{68}{108} \times 100\%$$

$$P = 63\%$$

Based on the first post-test outcome, the data showed that the mean score of the first post-test was 80,48. Meanwhile, there were 40 students, or 37%, who got a score below the criterion. Thereupon, it can be shown that there has been an improvement in the average students' performance from the preliminary research to the first cycle. The average score from preliminary research was 76,39, while in the first cycle was 80,48. It means that there was 5,35% of mean score improvement. The improvement score obtained from the following formula:

$$P = \frac{y^1 - y}{y} \times 100\%$$

$$P = \frac{80,48 - 76,39}{76,39} \times 100\%$$

$$P = 5,35\%$$

To get the result of post-test 2, the researcher calculated the mean score at first:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{9041}{108}$$

$$M_x = 83,71$$

Furthermore, the researcher used the following formula to calculate the percentage of students who passed the KKM score:

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

$$P = \frac{97}{108} \times 100\%$$

$$P = 89\%$$

Based on the second post-test result, the data showed that the mean score of the second post-test is 83,71. Besides, there were 97 students, or 80%, who got a score above KKM. Analyses indicated there has also been an increase in the average students' rate from the first cycle up to the second cycle. The mean score from the first cycle was 80,48, while in the second cycle was 83,71. It means that there was 4% change in the mean improvement.

The improvement score obtained from the following formula:

$$P = \frac{y^2 - y^1}{y^1} \times 100\%$$

$$P = \frac{83,71 - 80,48}{80,48} \times 100\%$$

$$P = 4\%$$

Based on the figures above, it can be shown that there has been a significant improvement in the percentage of students' test results passing the KKM. In the pre-test, only 46% of students who passed the KKM. Also, there was a tremendous difference in the first post-test due to the pre-test. There were 63% of students who could pass the KKM. Finally, in the post-test 2, the students who could exceed the KKM also increased than in the first post-test. There were 89% of students who passed the KKM score. It can be concluded that the second post-test was succeeded because it exceeded the criterion of success in CAR, which is 75% of the total students in the class, and using Effortless English Video could improve the students' vocabulary mastery.

The quantitative findings are from the speaking test, supported by the self-assessment data from the questionnaire, confirm that the Effortless English Video Technique is effective in enhancing the students' speaking ability. The mean score improvement of 4% and the 89% increase in students achieving mastery (KKM) provide statistical evidence of the technique's success. This success aligns with the core philosophy of Effortless English, which emphasizes improving speaking by focusing on listening and repetition. The improvement is likely attributable to the technique's method, which promotes students' listening skills to help them

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become accustomed to English conversations before advancing to the speaking portion. It is in line with Artonang et al. (2024) who stated that the strategies for teaching speaking should be made appropriate in order to attain the expected outcomes. Harmer (2001) also stated that various speaking activities are being used in English learning are useful for guiding someone to learn something, imparting knowledge, or encouraging learning or understanding.

The positive questionnaire results underscore the mechanism of the technique's effectiveness. The high mean score for perceived improvement in comprehension (listening) and confidence demonstrates the link between the Effortless principle and speaking outcomes. By making the process feel "easier" (less effortful) and "less boring", the technique successfully overcomes the common student problems identified in shyness, nervousness, and fear of making mistakes. It relates to Hoge (2013) who stated that by practicing listening first students will know well and familiar with some vocabulary being discussed. As a result, the students increased confidence to their initial fear of making mistakes, validating the technique as a suitable method to lose the negative image of the students about speaking skill.

In addition, the mild challenges reported in the questionnaire (vocabulary search and separate grammar learning) suggest areas for refinement in implementation. Although the Effortless English technique minimizes direct grammar study, the students' felt need for grammar could be addressed by incorporating brief, contextualized grammar review based on the video sentences, or by providing more guided vocabulary support. In conclusion, the combination of listening-first practice, extensive repetition, and a focus on confidence-building inherent in the Effortless English Video Technique resulted in a significant and positive impact on students' speaking ability and their motivation to learn.

CONCLUSION

Based on the research findings and discussion, the following conclusions are drawn regarding the implementation and effectiveness of the Effortless English Video Technique. The technique was implemented successfully through two cycles of Classroom Action Research, following the stages of Planning, Acting, Observing, and Reflecting. The core of the implementation adhered to the Effortless English principles, which prioritize intense listening practice and repetition for three days before advancing to guided speaking and shadowing practice for the subsequent three days. In addition, teacher should recognize repetition as a powerful instructional tool rather than an indicator of limited curriculum variety. The findings suggest that repeated engagement with the same learning materials promotes deeper language acquisition. Consequently, educators are encouraged to implement structured spaced-repetition activities that allow learners to revisit content multiple times, progressing from receptive understanding to active and confident language use.

The Effortless English Video Technique significantly improved the speaking ability of the first-semester students at UIN Syekh Wasil Kediri. The mean post-test score (80,48) was higher than the mean pre-test score (76,39), demonstrating a 5,35% improvement in the class average. The percentage of students achieving the Minimum Mastery Criterion (KKM) increased substantially from 46% in the pre-test to 63% in the post-test.

In addition, students responded highly positively to the technique. The questionnaire results indicated a high level of motivation and a strong perception of improvement, particularly in listening comprehension and public speaking confidence. Therefore, the Effortless English Video Technique is proven to be an effective and engaging method for enhancing students' speaking ability. Meanwhile, the research primarily focused on students' overall speaking ability and did not investigate its specific impact on individual speaking components such as pronunciation, fluency, vocabulary use, grammatical accuracy, and speaking confidence. Finally, future studies are recommended to explore the impact of the Effortless English Video Technique

on specific aspects of speaking performance, including fluency, pronunciation, vocabulary acquisition, and speaking anxiety.

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