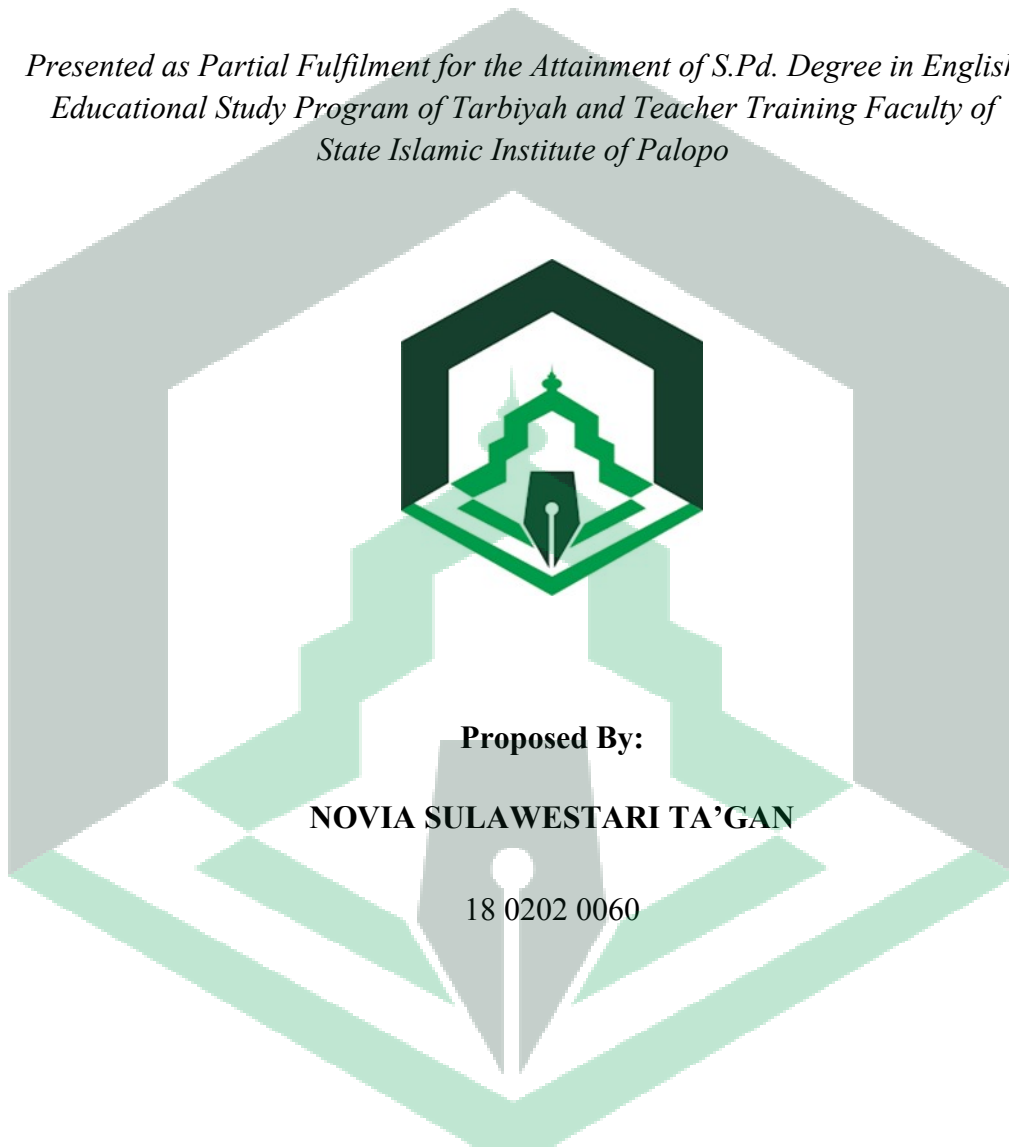


**IMPROVING SPEAKING SKILL THROUGH BOTTLED  
APPLICATION FOR THE SECOND GRADE  
STUDENTS' OF SMAN 4 PALOPO**

A Thesis

*Presented as Partial Fulfilment for the Attainment of S.Pd. Degree in English  
Educational Study Program of Tarbiyah and Teacher Training Faculty of  
State Islamic Institute of Palopo*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF  
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STATE ISLAMIC INSTITUTE OF PALOPO**

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STATE ISLAMIC INSTITUTE OF PALOPO  
2022**

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Palopo, December 01<sup>st</sup> 2022

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## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil 'Alaamiin, all praise and thanks to Allah SWT for his mercy and grace in allowing researchers to complete this thesis to fulfill one of the requirements for Undergraduate education in the English education Study Program, Faculty of Tarbiyah and Teacher Training, Palopo State Islamic Institute. The title of this thesis is “Improving Speaking Skill Through Bottled Application For The Second Grade Students’ Of SMAN 4 Palopo ”. Furthermore, the author wishes to thank the following people for their assistance and support:

1. Dr. Prof. Abdul Pirol, M.Ag as the Rector of IAIN Palopo, has helped, educated, supported, and motivated the researcher at IAIN Palopo.
2. Dr. Nurdin Kaso, M.Pd as to the Dean of Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo.
3. Amalia Yahya, S.E., M.Hum the head of the English study program Tarbiyah Department of IAIN Palopo, always supports, encourages, and provides ideas to the researchers during her studies at IAIN Palopo.
4. Dr. Masruddin, S.S., M.Hum and Yuyun Ruqiyat Said, S.Pd, M.Pd. as the first and second consultants, have provided guidance, explanation, correction, tips, and some ideas until the researcher can complete this thesis.
5. H. Madehang, S.Ag., M.Pd and Fadhliah Rahmah Muin, S.Pd.I., M.Pd as examiners 1 and 2 who have provided direction to perfect this thesis.

6. Andi Tenrisanna Syam, S.Pd, M.Pd as a validator who assisted me in integrating my pre-test and post-test so that it could be used effectively.
7. All of the lecturers at IAIN Palopo, particularly those in the English Department, have helped the researcher learn a language by providing knowledge, motivation, and attention. Thanks also to all the staff at IAIN Palopo who assisted the researcher.
8. The Headmaster of SMAN 4 Palopo and the teachers who granted permission and helped with the research.
9. All eleven IPA 2 students at SMAN 4 Palopo have participated and collaborated in this research until it was successfully completed.
10. My heartfelt gratitude goes to my beloved parents, father (Muslimin Ta'gan), mother (Cicik Setiyowati), and two brothers (Halim & Pras), who always provide me with encouragement, advice, motivation, assistance, goodness, care, and everything else I require to complete my studies.
11. The members of Okey Dokey exactly Nurhikma, Nirmala Sari, Nina Sarmila, Nurhalisa, Utari, Pilda, Relvi, Syahreni, Kartina and Alma Dwiyantri who always support the researcher.
12. All of the BIG 2018 family, thank you very much for your help, inspiration, motivation and support during education.

The researcher admits that this thesis is not yet perfect, so the researcher will accept all feedback and suggestions from readers in order to improve it. Finally, the researcher hopes that Allah SWT always provides guidance and blesses us. Aamiin.

Palopo, October 22<sup>nd</sup>, 2022

The Researcher

NOVIA SULAWESTARI TA'GAN



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Appendix 4 Surat Keterangan Penelitian

Appendix 5 Lembar Validasi Pre-test dan Post-test

Appendix 6 Documentations



## ABSTRACT

Novia,2022. "Improving Speaking Skill Through Bottled Application For The Second Grade Students' Of SMAN 4 Palopo". A thesis of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Dr. Masruddin, S.S., M. Hum as the first consultant and Yuyun Ruqiyat Said, S.Pd., M.Pd as the second consultant.

This research focuses on improving speaking skill through bottled application for the second grade students' of SMAN 4 Palopo. It employed a pre-experimental methodology, collecting data through pre-test, treatment, and post-test. This research instrument was a speaking test. The researcher took a sample using a "cluster random sampling method." The sample for this research is class XI MIPA 2, which has 13 students. According to the research, the assessment classification included accuracy, fluency, and comprehensibility. The researcher analyzed the data using SPSS 20. The pre-test mean was 37.15, and the post-test mean was 60.00. The mean score on the post-test was higher than the mean score on the pre-test. The results show that the  $p = 0.000$  means that bottled application effectively improves students' speaking skill.

**Keywords:** Bottled Application, Speaking, Pre-experimental method.

# CHAPTER I

## INTRODUCTION

### A. Background of the research

Speaking is a skill that needs a lot of attention from students when interacting with other people around them. Speaking is difficult for foreign language novices due to the fact that effective oral communication requires the capability to apply the language appropriately in social interplay.<sup>1</sup>

Learning English is very important and is applied in schools. It is hoped that students can master English well. Because of the low competence of English speaking students in learning English, the learning process from introduction, understanding, and application in daily life is very important to achieve ideal English learning.

Bottled is an application for sending messages in virtual bottled to all corners of the world. This application can find friends from different countries. The reason the researcher took the bottled application is that students can improve their English by chatting with foreigners from various countries they meet through the application. Students can use this application anywhere, so they don't feel bored, and on the other hand, they make new friends.

A conversation is a conversation that someone has with other people to discuss something considered necessary or unimportant. Many still have short conversations because they need exciting topics and make the other person

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<sup>1</sup> Richards, Jack Croft, Jack C. Richards, and Willy A. Renandya, eds. *Methodology in language teaching: An anthology of current practice*. First edition. (Cambridge university press, 2002), 204.

feel bored to continue the conversation. To make the conversation long and fun, students can make it enjoyable so that their friends stay energized. Students can ask about news or exciting topics, such as asking about favorite music, hobbies, and favorite foods. Having lots of topics to talk about will be fun and last a long time.

Nowadays, the skills of Indonesian students have many obstacles to learning English, especially speaking skills. This happens for various reasons, for example, lack of confidence and not using fashionable learning methods. There may be several reasons why English is difficult to learn, or it may simply be difficult to understand what people are saying and express their responses.

There are many educational techniques used by English teachers to improve their English skills, especially through speaking. Speaking is considered the most difficult skill because English is considered an international language in Indonesia. In Indonesia, English is taught from the lowest level to the highest level of education. This makes English a foreign language learned by many people.<sup>2</sup>

This research is based on a pre-survey on Wednesday, December 29th, 2021. Researcher found several problems, namely that students had difficulty speaking English and many students were not interested in speaking. So the researcher will show a bottled application to students that can be downloaded from the playstore. In the playstore, there are many applications that can help

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<sup>2</sup> Rokhayani, Atik, and Agung Dwi Nur Cahyo, "Peningkatan Ketrampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate." *Refleksi Edukatika: Jurnal Ilmiah Kependidikan* 5.1 (2015): 1. <https://jurnal.umk.ac.id/index.php/RE/article/view/439>.

students improve their speaking skills, but here researcher will use bottled application.

According to this problem, researcher need to find a solution so that students can improve their speaking skills by downloading an application from the playstore that can help them improve their speaking skill. Students can chat and send voice messages to strangers they will meet on this application. Therefore, this application can help students practice, can describe other people they just met and improve their speaking skill without feeling bored.

The bottled application can be used as a tool to help students practice English by sending voice messages in English to people from other countries they meet on this application. It allows students to practice conversation and improve their English speaking skill. This application is available on the playstore, which makes it easy to find. This application can also help students learn English and can describe other people they just met.

Based on the explanation above, the researcher is interested in conducting a study entitled “Improving Speaking Skill Through Bottled Application For The Second Grade Students Of SMAN 4 Palopo.” The researcher wants to analyze whether students can improve their speaking by using bottle applications.

## **B. Problem Statement**

Based on the background above, the research question is formulated as follows: Is the use of bottled application effective on improving English speaking skill second grade students of SMAN 4 Palopo?

### **C. The Objective of the Research**

Based on the formulation above, the purpose of this research is to find out improving speaking skill through bottled application for the second grade students' of SMAN 4 Palopo.

### **D. The significance of the Research**

#### **a) For the teachers**

This research is expected to help teachers recommend application to improve students' English skills. By using this application, students can practice speaking conversations to improve their English speaking skills.

#### **b) For the students**

This research can provide benefits to improving students' English skills. Using this application, students can have conversations using voice messages with strangers they meet in the bottled application. Therefore, it can improve students' speaking.

#### **c) For the further researchers**

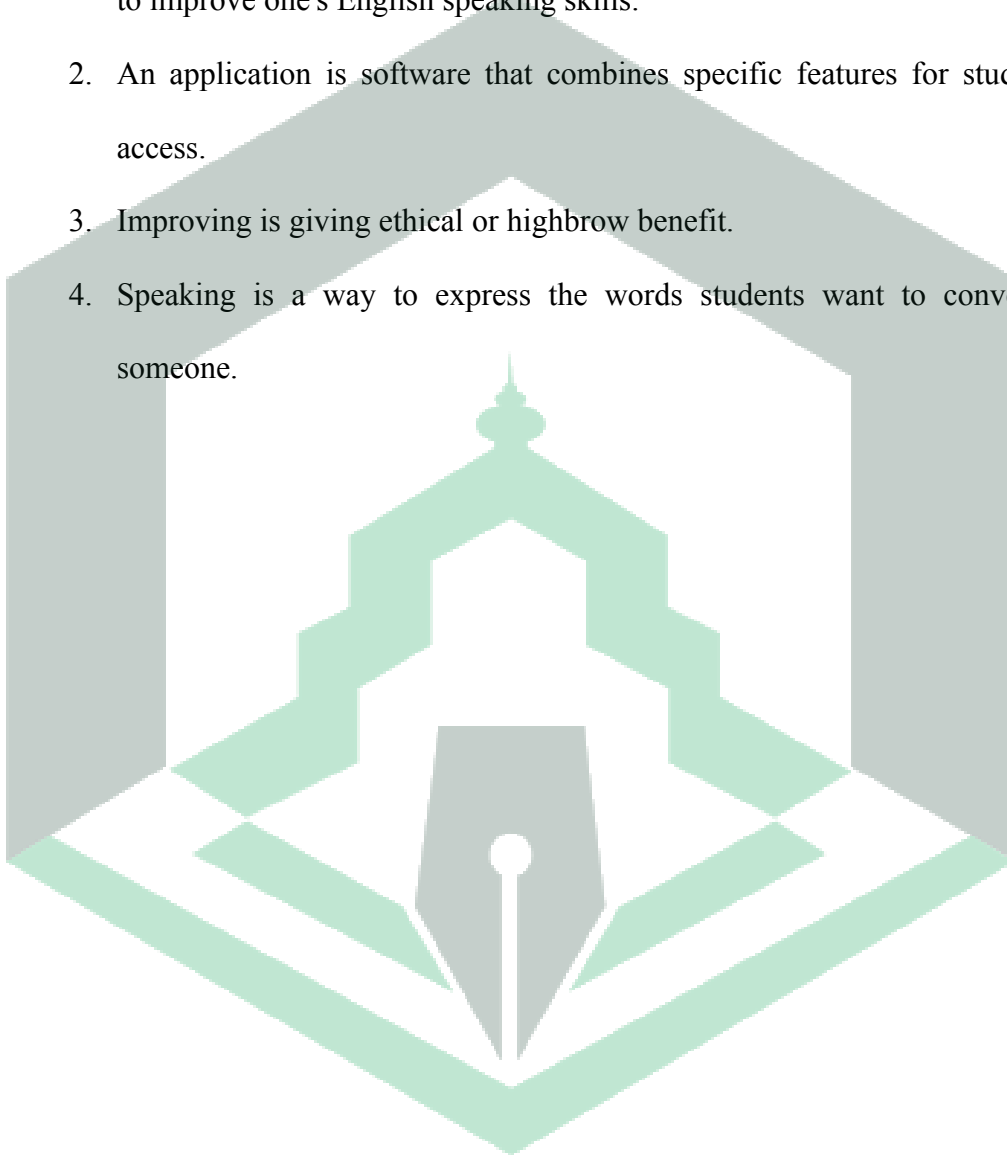
This research introduces a new technique to motivate students to improve their English speaking.

### **E. Scope of the Research**

This research focus on using bottled application as a method. The researcher applying the asking question and describing person in learning process to know improving speaking skill through bottled application for the second grade students of SMAN 4 Palopo

## **F. Definition of Terms**

1. Bottled is an application that enables students to meet people from various countries and learn their language and culture. It can also be used as a tool to improve one's English speaking skills.
2. An application is software that combines specific features for students' access.
3. Improving is giving ethical or highbrow benefit.
4. Speaking is a way to express the words students want to convey to someone.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

## A. Previous Study

There are some studies related to this research as follow:

1. Muh. Saefullah Al Fauzan (2019) an his thesis under the title “Improving Sudent’s Speaking Ability Through Mobile Social Networking.” In collecting the data, the researcher gave a speaking test. The speaking test was divided into two steps; there was a pre-test and a post-test, while to analyze the data, the researcher used a (t) test. Through Facebook, college students can express their thoughts, emotions, and thoughts more freely and relax. It was the best instruction to supply their ideas once they spoke to one another.<sup>3</sup> The similarities between previous research and this research are that both aim to improve students' speaking skills. The difference between the previous research and this research lies in the learning media. He uses facebook, while the researcher uses the bottled application.
2. Andi Putrawansyah (2020) an his thesis under the title “Effectiveness Youtube Video in Improving Students’ speaking skill through asking and answer questions.” His research sought to find the importance of using YouTube video material in the teaching of speaking. YouTube video material indicates that the researcher created the material in video format using the YouTube application. The material created was procedural text. This study focuses on analyzing students' speaking skills in terms of vocabulary and pronunciation using YouTube video

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<sup>3</sup> Al Fauzan, M. S, “Improving Student’s Speaking Ability Through Mobile Social Networking.” (2019), 47. [https://digilibadmin.unismuh.ac.id/upload/5947-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/5947-Full_Text.pdf)



footage by asking and answering questions.<sup>4</sup> The similarities between previous research and this research are that both aim to improve students' speaking skills. The difference between the previous research and this research lies in the learning media. He uses the youtube video, while the researcher uses the bottled application.

3. Ardhy Supraba (2018) an his thesis under the title “ The Application of Think-Pair-Share Strategy in Improving Students’ Speaking Ability.” His research wants to examine whether there is an effect of Think Pair Share as a teaching strategy in improving students' speaking skills while teaching in class. It is hoped that this method will be effective in teaching students.<sup>5</sup> The similarities between previous research and this research are that both aim to improve students' speaking skills. The difference between the previous research and this research lies in the learning media. He uses the think pair share starategy, while the researcher uses the bottled application.

4. Chintya Hana Dhiya Fauziyyah (2019) an her thesis under the title “ Pemanfaatan Aplikasi Duolingo Untuk Meningkatkan keterampilan Berbicara (Speaking Skill).” Her research aims to gain an

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<sup>4</sup> Andi Putrawansyah, “Effectiveness Youtube Video in Improving Students’ Speaking Skill Through Asking and And answer question: A Pre-Experimental Research at SMA Negeri 7 Selayar.” (Diss. Universitas Muhammadiyah Makassar, 2020) , 2-3. [https://digilibadmin.unismuh.ac.id/upload/10747-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/10747-Full_Text.pdf).

<sup>5</sup> Ardhy, Supraba, “The Application of Think-Pair-Share Strategy in Improving Students’ Speaking Ability.” *Ideas: Journal on English Language Teaching and Learning, Linguistics and Literature* 6.2 (2018): 3. <http://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/510>.

understanding of the impact of the Duolingo application on speaking skills in the seventh grade English class at MTS Cinyasag. The researcher hopes that by using the application, students will be able to improve their speaking skills.<sup>6</sup> The similarities between previous research and this research are that both aim to improve students' speaking skills and use technology. The difference between the previous research and this research lies in the learning media. She uses the Duolingo application, while the researcher uses the bottled application.

The similarity between the previous research mentioned above with this research is that they are both aimed at improving students' speaking. The difference between the previous research mentioned above with this research is the learning media. The bottled application is used as a learning medium in this study, while the previous research mentioned used mobile social networking, youtube videos, think phair share, and the duolingo application. The application will be used as a medium to train students' English by describing someone and seeing whether this affects improving their speaking ability.

## **B. Literature Review**

### **1. The Concept Of Speaking**

#### **a. Definition of Speaking Skill**

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<sup>6</sup> Fauziyyah, Chintya Hana Dhiya, "Pemanfaatan Aplikasi Duolingo Untuk Meningkatkan Keterampilan Berbicara (SPEAKING SKILL): Kuasi Eksperimen pada mata pelajaran Bahasa Inggris Siswa Kelas VII MTs Cinyasag." (Diss. Universitas Pendidikan Indonesia, 2019), 7. [http://repository.upi.edu/41088/2/S\\_KTP\\_1505947\\_Chapter1.pdf](http://repository.upi.edu/41088/2/S_KTP_1505947_Chapter1.pdf).

Speaking a language is particularly difficult for foreign language learners because effective oral communication necessitates the ability to use the language appropriately in social interactions.<sup>7</sup>

Speaking is a productive talent that uses a combination of pronunciation, vocabulary, grammar, and even accents. Speaking is one of the competencies students must acquire, as it's the essence of verbal exchange in ordinary lifestyles. Speaking is the most crucial ability in teaching and studying a language. Speaking is the ability to generate words by practicing a language. This is because when speaking, students can see their ability to create a target language or English. When someone interacts with others by means of language, they certainly want to convey something important. When people communicate, they need speakers and interlocutors.

Practicing speaking English is a must. That's because what students have learned will stick more when students directly practice. Students can start with simple things like asking about hobby with english and the like.

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<sup>7</sup> Richards, Jack Croft, Jack C. Richards, and Willy A. Renandya, eds, *Methodology in language teaching: An anthology of current practice*. First edition. (Cambridge university press, 2002), 204.

According to Fauziah, speaking tends to represent what the speaker wants to say. Speaking allows anyone to freely express their thoughts and ideas.<sup>8</sup>

According to Chaney, speaking is the act of creating and exchanging meaning using verbal and non-verbal signs in a variety of contexts.<sup>9</sup>

According to Bygate, speaking in both first and second languages is a skill that needs to be considered just like any literary skill. Students are frequently assessed for this ability<sup>10</sup>

Based on the explanation, it can be summarized that speaking is essentially expressing one's thoughts and feelings in the form of speech, and speaking is the ability to speak to express thoughts, ideas, and feelings.

#### **b. Components of Speaking**

There are four components of speaking, namely grammar, vocabulary, pronunciation, and fluency.

##### **a) Grammar**

The study of how words and their component parts combine to form sentences, structural relationships in language or in a language, sometimes including pronunciation, meaning,

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<sup>8</sup> Fauziwati, E, "Teaching of English As a Foreign Language." (Surakarta: Muhammadiyah University Press, 2002), 34. <https://journal.unrika.ac.id/index.php/jurnalanglosaxon/article/download/1426/1042>.

<sup>9</sup> A.L.Chaney, "Teaching Oral Communication." (Boston: Allyn and Bacon, 1998), 13. [https://www.scirp.org/\(S\(351jmbntvnsjt1aadkozje\)\)/reference/referencespapers.aspx?referenceid=1955284](https://www.scirp.org/(S(351jmbntvnsjt1aadkozje))/reference/referencespapers.aspx?referenceid=1955284).

<sup>10</sup> Bygate, Martin. Language teaching: a scheme for teacher education, speaking. First edition. (1987), 8.

and linguistic history. Grammar is a set of logical and structural rules that govern how sentences, phrases, and words are constructed in any natural language. Grammar refers to the regularity of sound structure; without grammar, no one can learn a language.

#### **b) Vocabulary**

Vocabulary is a set of words belonging to a person or other object or part of a particular language. A person's vocabulary is defined as the set of all words that the person understands, or the set of all words that the person is likely to use to construct new sentences. Without having a enough vocabulary, one can't speak correctly or specific their thoughts in each oral and written form. Having restrained vocabulary is likewise a barrier that precludes beginners from getting to know a language. Language teachers, consequently ought to manner large know-how on the way to manipulate an exciting study room in order that the beginners can benefit a superb achievement of their vocabulary getting to know. Nothing can be communicated without grammar and nothing can be communicated without vocabulary.

#### **c) Pronunciation**

Pronunciation refers to the ability to produce an easily comprehensible articulation. There are three basic main ranges

of teaching techniques that can be used to assist pupils in learning pronunciation. The first is exhortation. Exhortation is the instruction to imitate and mimic, to make such a sound without further explanation. The second is speech training. It is the construction of special games and exercises that entail the use of words or sentences so as to practice particular sounds, sequences of sounds, stress-patterns, rhythm, and intonation. The third is practical phonetics, which includes a description of the organ of speech, a description of the articulation of sounds, and a description of stress, rhythm, and intonation.

**d) Fluency**

Fluency is the ease with which sounds, syllables, words, and terms are joined together while speaking. This fluency can be seen as the greatest emotional manipulation of the language system that students have learned so far. It refers to the person who can express a language quickly and easily without any difficulty.

**e) Comprehension**

Comprehension the study how well students understand a language, or that helps them to improve their understanding of it, in which they read a piece of writing or listen to someone speaking, and then answer question. Beside that, comprehension is the ability to understand completely and be familiar with a

situation, facts, etc. It refers to the ability of understanding the speakers' intension and general meaning.<sup>11</sup>

### c. Purpose of Speaking

The purpose of speaking in general is to inform, entertain, report, persuade, and convince someone. And in general, the purpose of speaking practice in English is so that students can communicate orally in simple English. Learning to speak cannot be separated from the purpose of learning English. The objectives of learning English are so that students have the following abilities:

1. Develop communication competence in oral and written form to reach the level of informational literacy. So that students are able to provide an assessment of a work, art, product, book or other.
2. Have an awareness of the nature and importance of English to improve the nation's competitiveness in a global society.
3. Deepen students' understanding of the relationship between language and culture.

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<sup>11</sup> Dian Pratiwi, "Definition of Speaking Concept of Speaking." Bandar Lampung, 2013. <https://text.id.123dok.com/document/wq2mdd6ey-definition-of-speaking-concept-of-speaking.html>.

## 2. The Concept of Bottled Application



Picture 2.1 Bottled Application

### a. Definition of Bottled Application

Bottled is an application to send messages in virtual bottled around the world. Who knows, maybe one of our bottles will be opened by someone who wants to talk to us. Maybe we find someone interesting or maybe not but this is a message in a virtual bottled. Bottled is a fantastic way to make new friends from all over the world.<sup>12</sup>

### b. The Purpose of Bottled Application

The purpose of bottled application is to find new friends from various countries such as the United States, United Kingdom, Brazil, France and so on. In this application, users can also improve their English by conducting conversation with foreigners in this application. Based on this, the bottled application can be a medium for students to improve their speaking and teacher can recommend this application to help improve students' speaking skill. Students can practice to improve their English by having

<sup>12</sup> Andres Lopez , “Bottled Application.” July 26, 2020. <https://bottled.id.uptodown.com/android>.



conversations via messages with people they meet from various countries in this application. It can makes interesting for students to learn English and not feel bored because students can make new friends from various countries in this application.

### c. **Procedur Bottled Application**

Download the bottled application first in the play store. After that we have to enter some personal data, such as our name, age, and country. We can also make a list of hobbies. It is important to include the recipient's preferences, specifying whether they are male, female, or both. We can also choose whether we want to seek friendship or more. After that, we can determine the age of the person who can receive our message bottled. Then, after filling in all the biodata, we can send a message and throw it into the sea while waiting for the recipient of our letter to be received in which country. And after our bottled is received by the person who received us, we can send a message to them.<sup>13</sup>

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<sup>13</sup> Raffi Alhanif, "Cara menggunakan aplikasi bottled & kode rahasiannya." Sunday, april 5, 2020. <https://www.rafinternet.com/2020/04/cara-menggunakan-aplikasi-bottled.html>.

## Make friends worldwide



Picture 2.2 display of letters in bottles floating on the island



Picture 2.3 Write and receive letters

### d. Features of The Bottled Application

There are some features in bottled application that is send messages for free, safe to use, available on smartphone devices, and the application will not appear ads.

#### **e. Advantage and Disadvantage of Bottle Application**

The advantage of the Bottled application is that it can be played via Smartphone and PC devices. Can be played for free. Students can find new friends and learn new cultures from various countries and that makes students not feel bored to improve their English. The disadvantage of the bottled application is that it can only be played online.

#### **C. Teaching Speaking technology by using Bottled Application**

The advent of technology has revolutionized the use of language. This is a method of communication. To communicate, English learners need to acquire speaking skills. Today's world is judged by undeniable technology. This is the way to access this modern world. Technology can not only play an important role in the classroom, but it can also be used as an additional tool to improve teaching methods. Technology helps and encourages the joy of learners and engages them in new ways of learning. Technology gives students the opportunity to engage independently, providing opportunities for independent interaction, privacy, and a safe environment.<sup>14</sup>

According to Prince (2017), incorporating technology into the English language classroom increases student engagement as well as cognitive and learning development. As a result, the use of call in classrooms is critical

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<sup>14</sup> Parveen, B. Waheeda, "Use of technology in improving speaking skills." *Journal of English language and literature (JOELL)* 3.2 (2016): 1. <https://joell.in/wp-content/uploads/2016/03/121-124-USE-OF-TECHNOLOGY-IN-IMPROVING-SPEAKING-SKILLS.pdf>

and a global trend in language teaching, with Vietnam being no exception.<sup>15</sup>

According to Sasabone, Luana, et al (2022), users can not only send text messages in this study but also post pictures, videos, audio media messages, and their location using the integrated mapping feature. As a result, this feature allows people, including students, to express their feelings, thoughts, ideas, or events more easily and efficiently to others. Then, using Whatsapp as an educational tool can help civil engineering students improve their speaking skills.<sup>16</sup>

Nowadays, the use of technology for teaching is growing rapidly, and teachers are encouraged to use it in their teaching. In teaching English, conversation and students can describe someone be used to improving students' speaking skills . Using the bottled application, there are several advantages. First, bottled applications are interesting because they allow us to have conversations with people from various countries, such as the United States, the United Kingdom, France, India, and etc. Second, the Bottled application has a function to train students' English by having conversations with people they meet in the Bottled application. By using this application, students can practice English conversation by chatting or sending voice messages, can describe someone they just met and can

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<sup>15</sup> Wang, Yihui. "Using Technology In And Out Of The Classroom To Support English Language Learners." (2022).

<sup>16</sup> Sasabone, Luana, et al. "Utilizing WhatsApp As An Educational Technology Tool In Improving Students' Speaking For ESP Instruction." EDULEC: Education, Language and Culture JOURNAL 2.2 (2022), 170-179.

improve their speaking. Aside from that, it can increase students' enthusiasm for learning to speak.

#### D. Conceptual Framework

The concept framework of this reserach is described as follow:

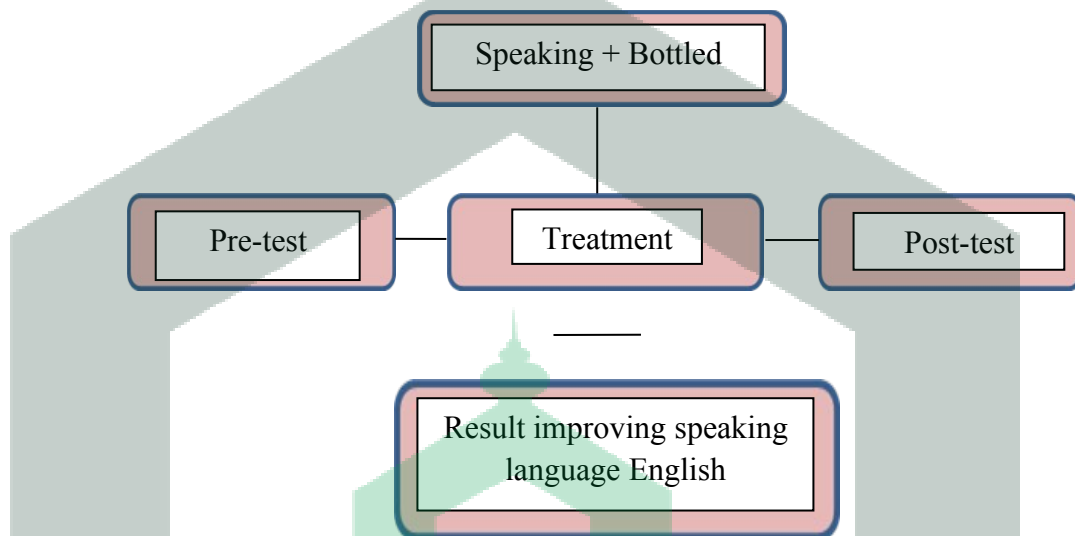


Figure 2.4 The Conceptual Framework

The figure 2.4 shows the framework of this study. Speaking is one of the skills or abilities in English that allows students to express their opinions, comment on and reject other people's opinions if they differ from them, as well as ask and answer questions. Most students have difficulty speaking. Sometimes they get bored or lose interest during the lesson. In teaching, teachers are expected to be proactive and creative. It started with the researcher analyzing the students' speaking abilities by giving a pre-test. From this test, the researcher will collect data and analyze the students' speaking abilities. After giving treatment, the researcher will give a post-test to find out the development of the students' speaking skills after using the bottled application. Difficulties during the study, students are not

confident in speaking English because they are afraid of mispronunciation. To overcome this, the researcher motivates students to be more confident, and the researcher improves students' pronunciation. The theory supporting this research is, according to Fauziah, speaking tends to represent what the speaker wants to say. Speaking allows students to express their thoughts and ideas freely.

#### **E. Hypothesis**

There are some hypotheses formulated of this research as follow:

Ha: There is the effect of improving speaking skill through bottled applications for the second grade students at SMAN 4 Palopo.

Ho: There is no effect of improving speaking skill through bottled application for the second grade students of SMAN 4 Palopo

## CHAPTER III

### RESEARCH METHODE

#### A. Design of Research

In this research can be classified as pre-experimental method. The research employed the pre-test and post-test design which is purpose is to know the effect bottled applications in improving speaking language English student's at SMAN 4 Palopo .

The design of this research is described as follows:

**Table 3.1 Research Design**

**O<sub>1</sub> X O<sub>2</sub>**

O<sub>1</sub> : Students speaking ability of experimental in pre-test.

X : Treatment teaching speaking by using bottled application.

O<sub>2</sub> : Students speaking ability of experimental in post-test.

#### B. Variables

The research variables consist of:

1. Independent Variable of this research is Bottled Application.
2. Dependent Variable of this research is Students' Speaking Ability.

#### C. Place and Location and Duration of the Research

The researcher conducted this research with second-grade students of SMAN 4 Palopo. Researcher have researched for more than a month to collect data.

## **D. Population and Sample of the Research**

### **1. Population**

The researcher conducted this research at SMAN 4 Palopo academic year 2022. The population in this research is students of class XI SMAN 4 Palopo. There are a total of 114 students enrolled in this school. Consists of XI IPA 1 to IPA 2 and IPS 1 to IPS 2.

### **2. Sample**

The sample was selected using the cluster sampling method, assuming that students were approximately the same level.<sup>17</sup> The sample that the researcher chose is only one class, namely class XI IPA 2, for the new academic year 2022 because the school teacher suggested taking this class because there are still many students who have problems speaking. The number of students in this class is 23 people, but some students in this class are less active and rarely participate in learning. The total number of students in this class used as a sample is 13.

## **E. The instrument of the research**

The research instrument is a test. The test which aims to determine the level of speaking ability in conversation on the bottle application and students can describe other people, the test will be classified into two steps: pre-test and post-test.

## **F. Procedure of collecting data**

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<sup>17</sup> Riduan, Dasar Dasar Statistiks (Bandung; Alphabeth,2006), 20.



The data collection procedure in this research, namely the pre-test, treatment, and post-test can be explained as follows:

### **1. Pre-test**

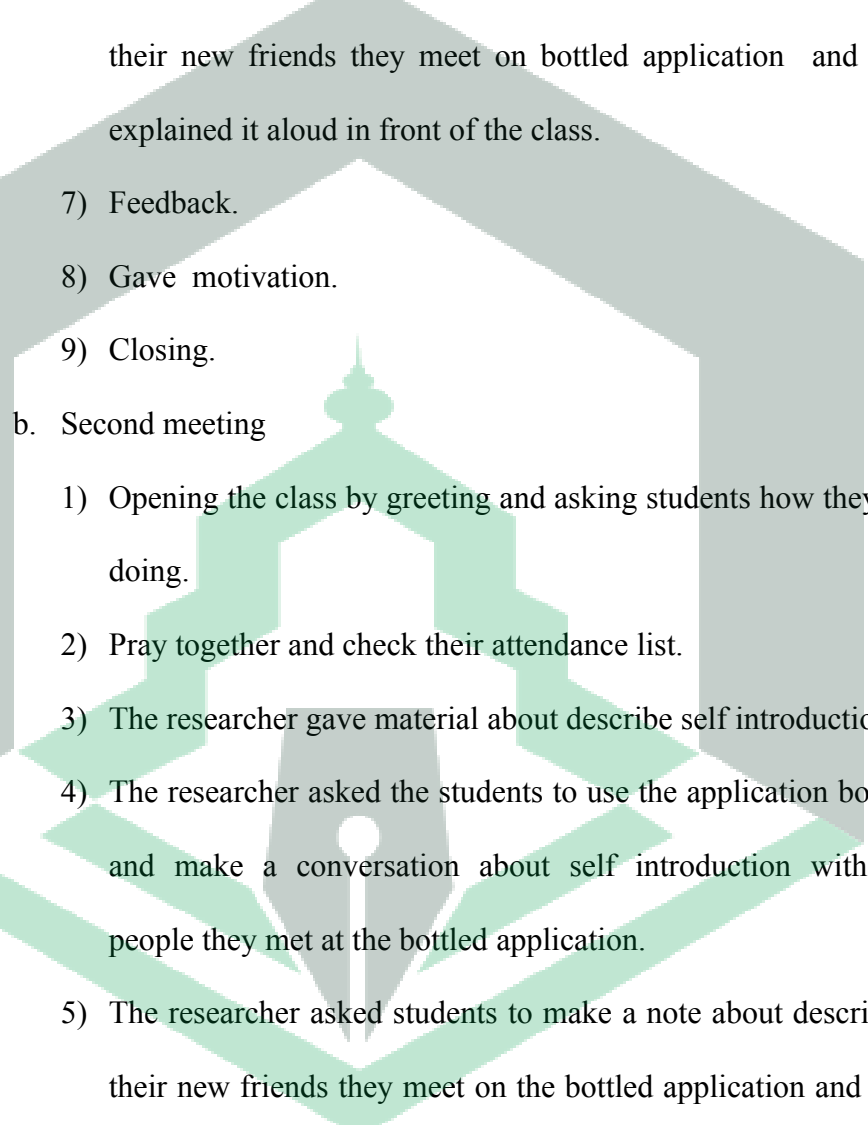
The researcher introduces herself to the students and then explains the purpose of the research. Before doing the treatment, the researcher gave a pre-test. This test determines the students' prior knowledge before the material is presented. This pre-test is given to students. Students are asked to describe their classmates.

### **2. Treatment**

After conducting pre-tests, researcher provided treatment to improve students' speaking skills. This treatment is completed by using the bottled application for seven meetings. The steps for giving the treatment are as follows:

#### **a. First meeting**

- 1) Opening the class by greeting and asking students how they are doing.
- 2) Pray together and check their attendance list.
- 3) This research was introduce the bottled application and tell them the advantages of using the bottled application.
- 4) After students understand the bottled application, the researcher gave material about describe self introduction.

- 
- 5) The researcher asked the students to use the bottled application and make a conversation about self introduction with the people they met at the bottled application.
  - 6) The researcher asked students to make a note about describing their new friends they meet on bottled application and then explained it aloud in front of the class.
  - 7) Feedback.
  - 8) Gave motivation.
  - 9) Closing.
- b. Second meeting
- 1) Opening the class by greeting and asking students how they are doing.
  - 2) Pray together and check their attendance list.
  - 3) The researcher gave material about describe self introduction.
  - 4) The researcher asked the students to use the application bottled and make a conversation about self introduction with the people they met at the bottled application.
  - 5) The researcher asked students to make a note about describing their new friends they meet on the bottled application and then explained it aloud in front of the class.
  - 6) Feedback.
  - 7) Gave motivation.
  - 8) Closing.

c. Third meeting

- 1) Opening the class by greeting and asking students how they are doing.
- 2) Pray together and check their attendance list.
- 3) The researcher gave students material about describe favorite music.
- 4) The researcher asked students to use the bottled application and make conversations about favorite music with people they met in the bottled application.
- 5) The researcher asked students to make a note about describing their new friend's favorite music they meet on the bottled application and then explained it in front of the class.
- 6) Feedback.
- 7) Gave motivation.
- 8) Closing.

d. Fourth meeting

- 1) Opening the class by greeting and asking students how they are doing.
- 2) Pray together and check their attendance list.
- 3) The researcher gave students material about describe favorite music.

4) The researcher asked students to use the bottled application and make conversations about favorite music with people they met in the bottled application.

5) The researcher asked students to make a note about describing their new friend's favorite music they meet on the bottled application and then explained it in front of the class.

6) Feedback.

7) Gave motivation.

8) Closing.

e. Fifth meeting

1) Opening the class by greeting and asking students how they are doing.

2) Pray together and check their attendance list.

3) The researcher gave students material about describe hobbies.

4) The researcher asked students to use the bottled application and make conversations about hobbies with people they met in the bottled application.

5) The researcher asked students to make a note about describing their new friend's hobby they meet on the bottled application and then explained it in front of the class.

6) Feedback.

7) Gave motivation.

8) Closing.

f. Sixth meeting

- 1) Opening the class by greeting and asking students how they are doing.
- 2) Pray together and check their attendance list.
- 3) The researcher gave students material about describe hobbies.
- 4) The researcher asked students to use the bottled application and make conversations about hobbies with people they met in the bottled application.
- 5) The researcher asked students to make a note about describing their new friend's hobby they meet on the bottled application and then explained it in front of the class.
- 6) Feedback.
- 7) Gave motivation.
- 8) Closing.

g. Seventh meeting

- 1) Opening the class by greeting and asking students how they are doing.
- 2) Pray together and check their attendance list.
- 3) The researcher gave students material about describe favorite food.
- 4) The researcher asked students to use the bottled application and make conversations about favorite food with people they met in the bottled application.

- 5) The researcher asked students to make a note about describing their new friend's hobby they meet on the bottled application and then explained it in front of the class.
- 6) Feedback.
- 7) Gave motivation.
- 8) Closing.

### **3. Post-test**

After giving the treatment, the researcher gave a post-test to the students to find out the results and measure the students' speaking abilities after using the bottled application. This is useful to check the results and is also useful to find out whether the use of the bottle application is applied to improve students' speaking skills. In the test, the researcher asked students to describe their family and students are gave 5 minutes to explain.

### **G. Techniques of analysis data**

Based on experimental research, researchers conducted pre- and post-test instruments in the practice of conversation on the application bottle and described other people in front of the class. All students took a pre-test at the first meeting to measure their speaking. After that, treatment was carried out for seven meetings, and finally, a post-test instrument was carried out to measure the impact of the bottled application on the second grade students of SMAN 4 Palopo.

To analysis the data, the researcher uses the following steps:

1. Accuracy

**Table 3.2 Scoring of Accuracy**

Classification	Score	Criteria
Excellent	6	The mother tongue has only a minor influence on pronunciation. There are two or three minor grammatical or lexical mistakes.
Very good	5	The mother tongue has a slight influence on pronunciation. There are a few minor grammatical and lexical errors, but the majority of the utterances are correct.
Good	4	The mother tongue has a moderate influence on pronunciation, but no significant phonological errors exist. There are a few grammatical and lexical errors, but only one or two major errors are perplexing.
Average	3	The mother tongue has an impact on pronunciation, but there are only a few serious phonological and lexical errors, some of which are confusing.
Poor	2	The mother tongue has a significant influence on pronunciation, resulting in communication breakdowns. There are numerous basic and grammatical errors.
Very poor	1	Serious pronunciation errors, as well as numerous basic grammatical and lexical errors. There is no evidence of having mastered any of the language skills or areas practiced in the course.

## 2. Fluency

**Table 3.3 Scoring of Fluency**

Classification	Score	Criteria
Excellent	6	Speaks without much effort and has a fairly wide range of expression. Searches for words on occasion, but not just one or two awkward pauses.
Very good	5	Has to make an effort to find words. Nonetheless, the delivery was generally smooth, with only a few unnatural pauses.
Good	4	Despite their efforts and searches for words, there are not too many unnatural pauses. Mostly smooth and delivery Occasionally fragmentary, but conveys the overall meaning. A wide range of expression.
Average	3	For the most part, they have to work hard. Frequently has to look up the desired meaning. The delivery was rather halting and fragmentary. The range of expression is frequently limited.
Poor	2	Limited range of expression.
Very poor	1	full of unnaturally long and long pauses. Occasionally gives up making an effort. very little expressive variety.



### 3. Comprehensibility

**Table 3.4 Scoring of Comprehensibility<sup>18</sup>**

Classification	Score	Criteria
Excellent	6	The listener can easily understand the speaker's intention and main points.
Very good	5	The speaker's intent and overall meaning are fairly obvious.
Good	4	The majority of what the speaker says is simple to understand. Their intent is always clear, but several interruptions are required to assist him in conveying the message and seeking clarification.
Average	3	Much of what is said can be understood by the listener, but he must constantly seek clarification. Many of the speaker's more complex or longer sentences are incomprehensible.
Poor	2	Only small bits (usually short sentences and phrases) can be understood by someone who is used to listening to the speaker, and only with great effort.
Very poor	1	Almost nothing is understood. Even when the listener makes a concerted effort to interrupt, the speaker is unable to clarify anything he appears to have said.

<sup>18</sup> J.B Heaton, Longman Handbook for Language Teachers (London and New York, 1990) , 1003.

a. Student Score

$$\text{Student score} = \frac{(\text{score obtained})}{\text{maximum score (18)}} \times 100$$

In addition to the technical scoring through the six scales mentioned above, the researcher created a rating classification to assess the student's speaking ability. The rating system is as follows.<sup>19</sup>

b. Identifying the rate based on the table below

**Table 3.5**  
**The Score Classification**

Ability to communicated orally	Scale
Excellent	86-100
Very good	71-85
Good	56-70
Average	41-45
Poor	26-40
Very poor	25

c. The researcher used the SPSS 20 application to calculate the mean score, standard deviation, and significance test.

<sup>19</sup>Daryanto, Evaluasi Pendidikan(Jakarta PT : Rineke, 2007), 211.

## CHAPTER IV

### FINDINGS AND SUGGESTIONS

#### A. Findings

This chapter presents the research findings and discussion. In the previous chapter, the researcher mentioned using pre-test and post-test to conduct this research. The pre-test and post-test are designed to assess students' speaking abilities using the pre-experimental method. Furthermore, researchers used the bottle application to improve students' speaking learning by describing other people as media in improving students' speaking skills in the learning. The research findings are as follows:

##### A. The Results of Students' Speaking Test in the Pre-Test

At this point, the researcher administered a test to the students to determine their prior speaking ability before beginning treatment with a series of meetings. The researcher examined the students' pre-test results for fluency, accuracy, and comprehensibility. The following are the data results:

**Table 4.1 The Score of Students' Speaking Skills in the Pre-Test**

No	Students	The Speaking Aspects			Total	Score	Classification
		Assessment					
		A	F	C			
1	S1	1	2	2	5	28	Poor
2	S2	2	2	2	6	33	Poor
3	S3	2	2	3	7	39	Poor
4	S4	1	2	2	5	28	Poor
5	S5	3	3	3	9	50	Average
6	S6	2	2	2	5	28	Poor
7	S7	1	2	1	4	22	Very Poor
8	S8	2	2	3	7	39	Poor
9	S9	3	3	3	9	50	Average
10	S10	1	2	3	6	33	Poor
11	S11	4	3	4	11	61	Good
12	S12	3	3	3	9	50	Average
13	S13	1	1	2	4	22	Very Poor
<b>Mean Score</b>						<b>37.15</b>	

Table 4.1 displays students' pre-test scores, with the highest score obtained by students being 61, while the lowest point total received by students was 22. A student's assessment on the pre-test can be assessed

by (A) accuracy = 26, (F) fluency = 29, and (C) comprehensibility = 33. Among the three assessment aspects of speaking above, we can see that the most dominant is comprehensibility, fluency, and the lowest is accuracy. Based on the classification, it shows the score of students' speaking skills before being treated with the bottled application as a media describing people's technique in improving students' speaking skills. The cumulative score for speaking ability on the pre-test for all students was 37.15.

**Table 4.2 Students' Percentage in The Pre-Test**

Classification	Scale	N	Percentage
Excellent	86-100	-	0%
Very Good	71-85	-	0%
Good	56-70	1	7.6%
Average	41-55	3	23.7%
Poor	26-40	7	53.84%
Very Poor	<25	2	15.38%
Total		13	100%

Based on table 4.2 shows that are no students who achieved “Excellent” with a scale score of 86-100, which calculates to 0%, also there are no students who completed “Very Good” with a scale score of 71-85, which calculates 0 %, only one student who achieved “Good” with the scale score 56-70 which calculates 7.6%, three students who completed “Average” with the scale score 42-55 which calculates

23.7%, seven students who achieved “Poor” with the scale score 26-40 which calculates 53.84% and there are two students who completed “Very Poor” with the scale score <25 which calculates 15.38%.

**Table 4.3 Minimum and Maximum Score in the Pre-Test**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	13	22	61	37.1538	12.30072
Valid N (listwise)	13				

According to table 4.3, the minimum and maximum pre-test scores are 22 and 61, respectively, where the mean score of the students is 37.15, with a standard deviation of 12.300072.

**B. The Results of Students’ Speaking Test in the Post-Test**

After receiving treatment and attending several meetings, students' scores are revealed in the post-test phase. The following table displays students' results:

**Table 4.4 The Students’ Post-Test Score**

No	Students	The Speaking Aspects Assessment			Total	Score	Classification
		A	F	C			
1	S1	3	3	5	11	61	Good
2	S2	3	5	5	13	72	Very Good

3	S3	3	3	3	9	50	Average
4	S4	2	5	5	12	66	Good
5	S5	4	5	5	14	77	Very Good
6	S6	3	2	3	8	44	Average
7	S7	2	3	3	8	44	Average
8	S8	2	2	3	7	39	Average
9	S9	3	4	4	11	61	Good
10	S10	3	5	5	13	72	Very good
11	S11	4	5	6	15	83	Very Good
12	S12	4	4	5	13	72	Very Good
13	S13	2	2	3	7	39	Average
Total						60.00	

Table 4.4 displays students' post-test scores, with the highest score obtained by students being 83, while the lowest point total received by students was 39. We can see that the student's speaking ability has improved after being treated in several meetings. As in the previous test, these oral assessments are based on (A) accuracy = 38, (F) fluency = 48, and (C) comprehensibility = 55. Among the three assessment aspects of speaking above, we can see that the most dominant is comprehensibility, fluency, and the lowest is accuracy. Based on the classification, it shows the score of students' speaking skills before being treated with the bottled application as a media describing

people's technique in improving students' speaking skills. The cumulative score for speaking ability on the post-test for all students was 60.00.

**Table 4.5 Students' Percentage in the Post-Test**

Classification	Scale	N	Percentage
Excellent	86-100	-	0%
Very Good	71-85	5	38.46%
Good	56-70	3	27.7%
Average	41-55	5	38.46%
Poor	26-40	-	0%
Very Poor	<25	-	0%
Total		13	100%

Based on table 4.5 shows that no students achieved “Excellent” with a scale score of 86-100, which calculates to 0%, and only five students completed “Very Good” with a scale score of 71-85, which calculates to 38.46%, three students who achieved “Good” with the scale score 56-70 which calculates 27.7%, five students who completed “Average” with the scale score 42-55 which calculates 38.46%, that are no students who achieved “Poor” with the scale score 26-40 which calculates 0% and also there are no students who achieved “Very Poor” with the scale score <25 which calculates 0%

**Table 4.6 Minimum and Maximum Score in the Post-Test**

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test	13	39	83	60.0000	15.22607



Valid N (listwise)	13				
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According to Table 4.6, the minimum and maximum pre-test scores are 39 and 83, respectively. Where the mean score of the students is 60.00, with a standard deviation 15.22607.

C. The Statistic Analysis of Pre-Test and Post-Test Results

a. The paired sample t-test

**Table 4.7 The Paired Sample Statistic**

Pair 1		Mean	N	Std. Deviation	Std. Error Mean
	pre-test	37.1538	13	12.30072	3.41161
post-test	60.0000	13	15.22607	4.22295	

Table 4.7 shows that the total N value is 13, indicating the total number of students. The pre-test means the score is 37.1538, with a standard deviation of 12.30072. In the post-test, the mean score is 60.0000, with a standard deviation of 15.22607.

b. The Paired Sample Correlations

**Table 4.8 The Paired Sample Correlations Test of Pre-Test and Post-Test**

	N	Correlation	Sig.
Pair 1 Pre-Test & Post-Test	13	.632	.021

Table 4.8 shows the pre-test and post-test correlation data. The correlation value is 0.632, and the significance value is 0.021. This

data indicates a correlation between students' speaking ability before and after treatment.

c. The Paired Sample Test

**Table 4.9 the Paired Sample Test of Pre-Test and Post-Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	Error Mean 95 % Confidence Interval of the Difference				
				Lower	Upper			
Pre-test	-	12.10	3.35	-30.15	15.532	-6.806	12	.000
Pair1	22.8	266	667	972	59			
Pos-test	4615							

In Table 4.9 above, the researcher indicates that  $p = 0.000$  means bottled application effectively improves students' speaking skills. The results of this research show that the mean score on the post-test was higher than the mean score on the pre-test ( $60.00 > 37.15$ ).

The null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_1$ ) is automatically accepted. It showed a difference between the students' speaking skills before and after the treatment with seven encounters. Therefore, the researcher concludes that describing someone using the bottled application is essential for improving oral expression in second grade students of SMAN 4 Palopo.

## **B. Discussion**

Based on the previous chapter's data analysis, The researcher collected data in three stages. The first is a pre-test, in which the researcher tests students to describe their classmates. This test determines a student's initial speaking ability prior to treatment, with a highest core of 61, a minimum score of 22, and an average score of 37.15 for this level based on pretest results. The second is treatment. During this stage, students describe other people with different themes. The last is the post-test with a describe of the family. At this stage, the student's speaking ability can be assessed. The result so far is a maximum score of 83 and a minimum score of 39, with an average student score of 60.00. The speaking aspects in the pre-test and post-test increased with the accuracy value from 26 to 38. The fluency aspect rose from 29 to 48. And comprehensibility got the score from 33 to 55. It is feasible to conclude that describing someone using bottled application can significantly improve students' speaking language English.

The mean score of the students' post-test (60.00) was higher than the mean score of the students pre-test (37.15). It means that after giving treatment is better than before.

Muh. Saefullah Al Fauzan (2019) an his thesis under the title “Improving Sudent’s Speaking Ability Through Mobile Social Networking.” In collecting the data, the researcher gave a speaking test.

The speaking test was divided into two steps; there was a pre-test and a post-test, while to analyze the data, the researcher used a (t) test. Through Facebook, college students can express their thoughts, emotions, and thoughts more freely and relax. It was the best instruction to supply their ideas once they spoke to one another. The mean score of the students' the smoothness (5.74) in the post-test is higher than the smoothness in the pre-test (3.39). It showed that the mean score of the students' speaking ability was improved. In an addition to this result, using of Facebook Application had a significant effect as media in the English teaching-learning process.

Based on the explanation above, the researcher found that using the application was effective in improving students' English. By using the application students can learn English outside the classroom and students will not feel bored.

There are 23 students in class XI MIPA 2, but only 13 are participating. So the researcher was only took as a sample 13 students. Teaching can help students overcome the difficulty of speaking English. Almost everyone likes to use the applications that are on their phones. So that's why, why we not we should take advantage of the applications available on the play store to help improve our speaking language English. For example, The application currently used is the bottled application. Students can have conversations with people from various countries in the bottled application, and students can describe their new friends they have just met in the application. This can improve students' speaking of English.

The use of technology can encourage learners to be playful and immerse them in a variety of situations (Reza Omidvar: 2014).<sup>20</sup> With the aid of technology, students can take on self-directed tasks, participate in self-paced interactions, and maintain their privacy.

This study proves that technology can help increase students speaking. It is in line with some studies previously suggest :

1. Yahya, Yahfenel, Yusrizal Yusrizal, and Ridho Kurniawan (2019) an their research “ Technology in teaching speaking skill”. The purpose of this research is to examine the role of new technologies in teaching and learning English as a foreign language. Since the English language has become a global language. Every day, teachers gain access to new technologies that complement English instruction. It can improve students' speaking English.<sup>21</sup>
2. Carol A chapelle (2018) “English language learning and technology.” Here are software programs available to help students improve their speaking abilities. By incorporating appropriate software through computers, students will be able to play it with their own interest and try to improve their speaking skills, which are critical in today's modernized IT world. The use of headphones in the lab increases

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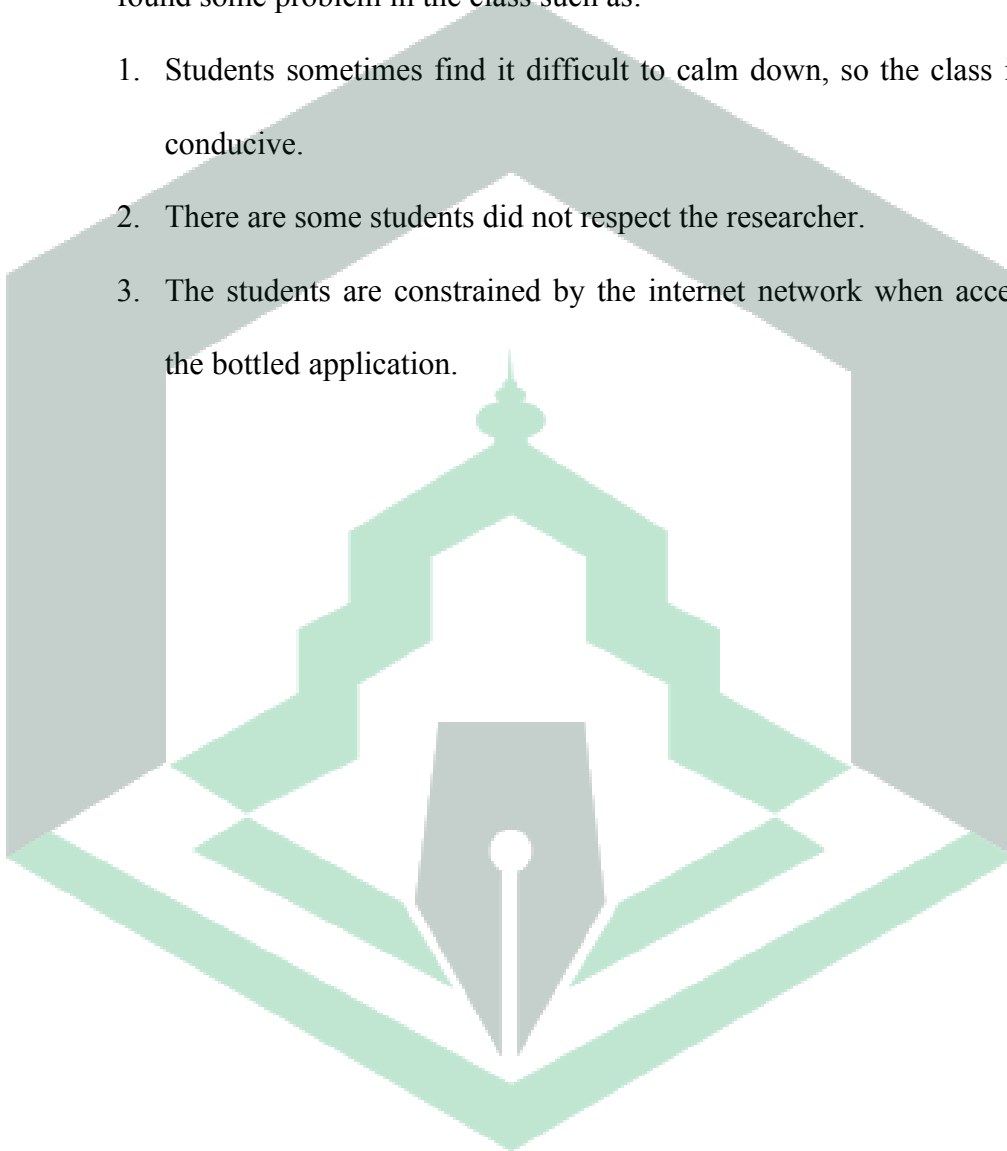
<sup>20</sup> Maryam Bahadorfar and Reza Omidvar. “Technology In Teaching Speaking Skill”. Acme International Journal of Multidisciplinary Research, 2.4 (2014), 11. [https://www.researchgate.net/publication/315790125\\_TECHNOLOGY\\_IN\\_TEACHING\\_SPEAKING\\_SKILL](https://www.researchgate.net/publication/315790125_TECHNOLOGY_IN_TEACHING_SPEAKING_SKILL)

<sup>21</sup> Yahya, Yahfenel, Yusrizal Yusrizal, and Ridho Kurniawan. “TECHNOLOGY IN TEACHING SPEAKING SKILL: A REVIEW OF CURRENT LITERATURE.” Journal Of Language Education and Development (JLed) 2.1 (2019): 242-251.

students' interest in the subject and encourages them to repeat the process instead of becoming bored.<sup>22</sup>

Besides opportunity after did this research, the researcher also found some problem in the class such as:

1. Students sometimes find it difficult to calm down, so the class is not conducive.
2. There are some students did not respect the researcher.
3. The students are constrained by the internet network when accessing the bottled application.



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<sup>22</sup> Chapelle, Carol. "English language learning and technology." (2003).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Bottled is an application for sending messages in virtual bottled to all corners of the world. This application can find friends from different countries. Bottled application is effective in improving students' speaking skills. The results of students' scores on the post-test were higher than on the pre-test. This represents the therapeutic phase's effectiveness and helps improve students' speaking skills. Furthermore, implementing the bottled application can be approved as a suitable medium to improve speaking skills because students can describe other people using English. Therefore, it is effective in improving students' speaking skills. There are some features in bottled application that is send messages for free, safe to use, available on smartphone devices, and the application will not appear ads. Theory supporting this thesis is according to Fauziah, speaking tends to represent what the speaker wants to say. Speaking allows anyone to freely express their thoughts and ideas.

#### B. Suggestion

Based on this research, the researcher provides suggestions that hopefully can be useful for others who will read it and for teachers, students and also the next researcher:

1. For the Teacher

For teacher, the bottled application can improve students' speaking skills because students can describe other people they have just met in the bottled application. The advantages of this application are that students can make new friends to improve their English, and students can remove or block people who are considered impolite in conversation. The weakness of this application can only be used when online.

2. For the Students

Students should practice speaking more often to improve their English skills. Students should practice what they have learned in their environment with their friends and teachers. The benefits that students can get from this application are that students can improve their English and the weakness of this application cannot be used when offline.

3. For the next Researcher

It is hoped that the next researcher will find this research useful, particularly in improving speaking skills. The researcher is then expected to better understand the research that will be taken by referring to existing references because the more references there will be, the better the research.



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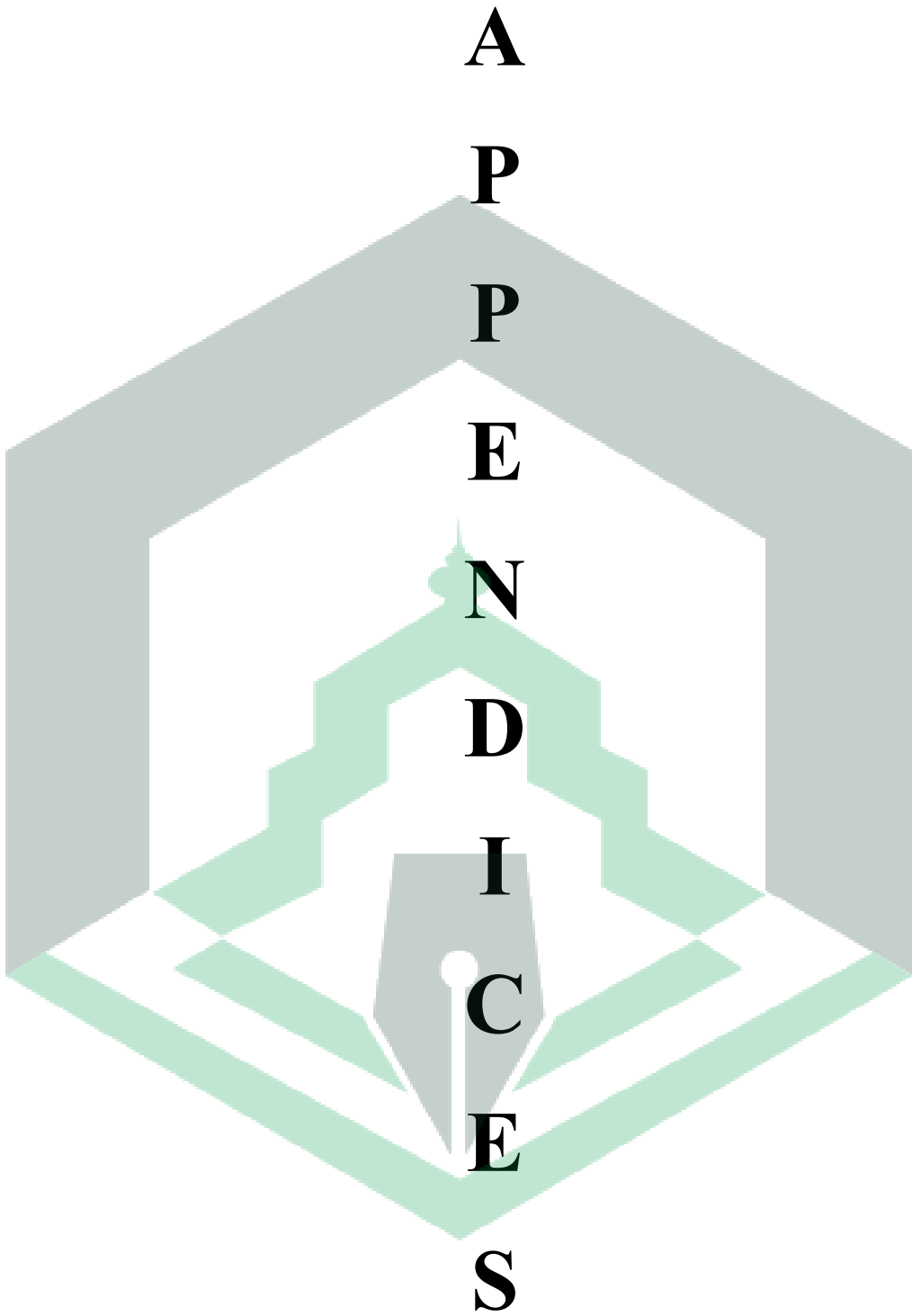
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**APPENDIX 1**

**PPP LESSON PLAN TEMPLATE (Meeting 1<sup>st</sup> – 2<sup>nd</sup>)**

CLASS/LEVEL	XI IPA 2
TOPIC	Describe self introduction
OBJECTIVES	By the end of this lesson, students will be able to: make describing about self-introduction and describe their self-friends.
VOCABULARY	Name, From, Age, Hobby, etc.
MATERIALS	White Board, Marker, Mobile Phone and Paper and video.
TIME	2 x 45 minute.
POTENSIAL PROBLEM	Large class, self lag confidence, mix ability.

**Present :** get SS ready to discuss topic (activate back ground knowledge). Review language, if needed, teach new language.

Present Activities	Interactio	Time
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	n	
<p><b>- Opening</b></p> <ul style="list-style-type: none"> <li>Greeting the students.</li> <li>Asked about the student's condition How are you today, etc...</li> <li>Pray together.</li> <li>The researcher check students attendance.</li> </ul>	T - SS T - SS T - SS T - SS	2 2 2 2
<p><b>- Attention grab</b></p> <ul style="list-style-type: none"> <li>Give the attention grab : T : Focus on me SS: Focus on you</li> </ul>	T - SS	2
<p><b>- Present Material</b></p> <ul style="list-style-type: none"> <li>The researcher asked the students to pay attention using attention grab.</li> <li>The researcher explained the topic about describe self-introduction starting from: <ul style="list-style-type: none"> <li>1) Introduce the bottled application and tell them the advantages of using the Bottle app.</li> <li>2) Gave example of describe self - introduction.</li> </ul> </li> </ul>	T - SS T T	1 8 8

**Practice :** Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S Interaction is very Important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> <li>The researcher asked the students to use the bottled application and make a conversation about self-introduction with the people they met at the bottled application.</li> </ul>	T – SS	30
<ul style="list-style-type: none"> <li>The researcher asked students to make a note describing their new friend's they meet on bottled application and then explained it aloud in front of the class.</li> </ul>	T – SS	20
<ul style="list-style-type: none"> <li>Feedback</li> </ul>	T	5

**Produce :** Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> <li>• The researcher asked the student to pay attention by using attention grab.</li> </ul>	T - SS	1
<ul style="list-style-type: none"> <li>• The researcher summarises the material.</li> </ul>	T	3
<ul style="list-style-type: none"> <li>• The researcher gave motivation to students.</li> </ul>	T	2
<ul style="list-style-type: none"> <li>• The researcher ends the up the learning activity by say thank you and salam.</li> </ul>	T - SS	2

Describe your self friend's from bottled . You should say:	Example of a question
<ol style="list-style-type: none"> <li>1. What's his/her name?</li> <li>2. Where is he/she from?</li> <li>3. How old is he/she?</li> <li>4. What does he/she do?</li> <li>5. What is his/her hobby?</li> <li>6. Etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is your name?</li> <li>2. Where do you from?</li> <li>3. How old are you?</li> <li>4. What do you do?</li> <li>5. What is your hobby?</li> <li>6. Etc.</li> </ol>



Example describe a friend's self:

Hi everyone! I want to introduce my friend from the bottled application. His name is Gilberto. You can call him Gilss. He is 22 years old. He is from Mexico. He is a college student. His hobbies are listening to music, dancing, talking, and playing video games. His favourite colors are black and gray. He is chubby. His eyes are black.



**PPP LESSON PLAN TEMPLATE (Meeting 3<sup>rd</sup> – 4<sup>th</sup>)**

CLASS/LEVEL	XI IPA 2
TOPIC	Describe Favorite Music
OBJECTIVES	By the end of this lesson, students will be able to: make describing about favorite music.
VOCABULARY	Music, Genre, Singer, Song, etc.
MATERIALS	White Board, Marker, Mobile Phone and Paper.
TIME	2 x 45 minute
POTENSIAL PROBLEM	Large class, self lag confidence, mix ability.

**Present :** get SS ready to discuss topic (activate back ground knowledge). Review language, if needed, teach new language.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
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<p>- <b>Opening</b></p> <ul style="list-style-type: none"> <li>• Greeting the student.</li> <li>• Asked about the student's condition How are you today, etc...</li> <li>• Pray together.</li> <li>• The researcher check students attendance.</li> </ul>	<p>T - SS T - SS T - SS T - SS</p>	<p>2 2 2 2</p>
<p>- <b>Attention grab</b></p> <ul style="list-style-type: none"> <li>• Give the attention grab : T : Focus on me SS: Focus on you</li> </ul>	<p>T - SS</p>	<p>2</p>
<p>- <b>Present Material</b></p> <ul style="list-style-type: none"> <li>• The researcher asked the students to pay attention using attention grab.</li> <li>• The researcher explained the topic bout favorite music starting from: Definition and gave example of some conversations about favorite music.</li> </ul>	<p>T - SS T</p>	<p>1 15</p>

Practice : Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S Interaction is very Important.

Practice Activities	Interaction	Time
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<ul style="list-style-type: none"> <li>• The researcher asked students to use the bottled application and make conversation with favorite music themes with people they met in the bottled application.</li> </ul>	T – SS	30
<ul style="list-style-type: none"> <li>• The researcher asked students to make a note describing their new friend's favourite music they met on the bottled application and then explained it in front of the class.</li> </ul>	T – SS	20
<ul style="list-style-type: none"> <li>• Feedback</li> </ul>	T	7

Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
- The researcher asked the studen	T – SS	1

<p><b>t to pay attention by using attention grab.</b></p> <ul style="list-style-type: none"> <li>- <b>Summarises the material.</b></li> <li>- <b>The researcher gave motivation to students.</b></li> <li>- <b>The researcher ends the learning activity by saying thank you and salam.</b></li> </ul>	<p>T</p> <p>T</p> <p>T - SS</p>	<p>3</p> <p>2</p> <p>2</p>
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Describe your a friend's favorite music from bottled . You should say:	Example of a question
<ol style="list-style-type: none"> <li>1. What is his/her favorite genre of music?</li> <li>2. What is his/her favorite song?</li> <li>3. Why do he/she like that song?</li> <li>4. How often do he/she listen to music?</li> <li>5. Who is his/her favorite singer?</li> <li>6. Etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is your favorite genre of music?</li> <li>2. What is your favorite song?</li> <li>3. Why do you like that song?</li> <li>4. How often do you listen to music?</li> <li>5. Who is your favorite singer?</li> <li>6. Ect.</li> </ol>

Example describe a friend's favorite music:

Hi everyone! I want to describing my friend's favorite music. His name is Thomas. He is from chili. He is 26 years old. His genres of music are pop, metal,

and old music. His favorite song is "Shape of You." He likes the song because it's from a true story and it's good to hear it. He is in the habit of listening to music when he has free time and feels bored. He usually listens to music on Youtube. His favorite artist is Ed Sheeran.



**PPP LESSON PLAN TEMPLATE (Meeting 5<sup>th</sup>-6<sup>th</sup>)**

CLASS/LEVEL	XI IPA 2
TOPIC	Describe Hobbies
OBJECTIVES	By the end of this lesson, students will be able to : make describing about hobbies.
VOCABULARY	Singing, Cooking, Art, Football, etc.
MATERIALS	Marker, Whitebord, Eraser, Paper.
TIME	2 x 45 minute.
POTENSIAL PROBLEM	Large class, self lag confidence, mix ability.

**Present** : get SS ready to discuss topic (activate back ground knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
- Opening		

<ul style="list-style-type: none"> <li>• Greeting the student.</li> </ul>	T - SS	2
<ul style="list-style-type: none"> <li>• Asked about the student's condition</li> </ul>	T - SS	2
How are you today, etc...	T - SS	2
<ul style="list-style-type: none"> <li>• Pray together.</li> </ul>	T - SS	2
<ul style="list-style-type: none"> <li>• The researcher check students attendance.</li> </ul>	T - SS	2
- <b>Attention grab</b>		
<ul style="list-style-type: none"> <li>• Give the attention grab :</li> </ul>		
T : Focus on me		
SS: Focus on you	T - SS	1
- <b>Present Material</b>		
<ul style="list-style-type: none"> <li>• The researcher asked the students to pay attention using attention grab.</li> </ul>	T	15
<ul style="list-style-type: none"> <li>• The teacher explained the topic about hobbies starting from: Difinition and gave example of some conversations about hobbies.</li> </ul>		

**Practice :** Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S Interaction is very Important.



Practice Activities	Interaction	Time
<ul style="list-style-type: none"> <li>The researcher asked students to use the bottled application and make conversations about hobbies with people they met in the bottled application.</li> </ul>	T – SS	30
<ul style="list-style-type: none"> <li>The researcher asked students to make a note about describing their new friend's hobby they meet on the bottled application and then explained it in front of the class.</li> </ul>	T – SS	20
<ul style="list-style-type: none"> <li>Feedback</li> </ul>	T	7

**Produce :** Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> <li>The researcher asked the students to pay attention by using attention grab.</li> </ul>	T – SS	1

<ul style="list-style-type: none"> <li>• <b>Summarises the material.</b></li> </ul>	T	3
<ul style="list-style-type: none"> <li>• <b>The researcher gave motivation to students.</b></li> </ul>	T	2
<ul style="list-style-type: none"> <li>• The researcher ends the up the learning activity by say thank you and salam.</li> </ul>	T - SS	2

Describe your friend's hobbies from bottled. You have to say:	Example of asking a question
1. What is his/her hobby?	1. What is your hobby?
2. Why does he/she like that hobby?	2. Why do you like that hobby?
3. How much time does he/she spend on his/her hobby?	3. How much time do you spend on your hobby?
4. What do he/she do in his/her free time?	4. What do you do in your free time?
5. Etc.	5. Etc.

Example describe a friend's hobbies:

Hi everyone! I want to describing my friend's favorite hobbies. His name is Stefan. He from Netherlands. He is 23 years old. His favorite hobbies are debate,

animals, watch YouTube, playing a game etc. The reason he likes to play games is to relieve boredom. He spends his hobbies when he feel bored. What he does when he has free time is play games with friends or hang out with his family.



**PPP LESSON PLAN TEMPLATE (Meeting 7<sup>th</sup>)**

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CLASS/LEVEL	XI IPS 2
TOPIC	Describe Favorite food
OBJECTIVES	By the end of this lesson, students will be able to : make describing about decribe people.
VOCABULARY	Bread, Beef, Burger, Meatball, Fried rice.
MATERIALS	Marker, Whitebord, Eraser, Paper.
TIME	2 x 45 minute.
POTENSIAL PROBLEM	Large class, self lag confidence, mix ability.

**Present :** get SS ready to discuss topic (activate back ground knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<ul style="list-style-type: none"> <li>- <b>Opening</b></li> <li>• Greeting the student.</li> <li>• Asked about the student's</li> </ul>	T - SS	2

condition	T - SS	2
How are you today, etc...		
• Pray together.	T - SS	2
• The researcher check students attendance.	T - SS	2
- <b>Attention grab</b>		
• Gave the attention grab :	T - SS	2
T : Focus on me		
SS: Focus on you		
- <b>Present Material</b>		
• The researcher asked the students to pay attention using attention grab.	T - SS	1
• The researcher explained the topic about describing favorite food starting from: Difinition and gave example of favodite food.	T	15

**Practice :** Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S Interaction is very Important.

Practice Activities	Interaction	Time
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<ul style="list-style-type: none"> <li>• The researcher asked students to use the bottled application and make conversations about favorite food with people they met in the bottled application.</li> </ul>	T – SS	30
<ul style="list-style-type: none"> <li>• The researcher asked students to make a note about describing their new friend's hobby they meet on the bottled application and then explained it in front of the class.</li> </ul>	T – SS	20
<ul style="list-style-type: none"> <li>• Feedback</li> </ul>	T	7

**Produce :** Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> <li>• <b>The researcher asked the students to pay attention by using attention grab.</b></li> </ul>	T – SS	1

<ul style="list-style-type: none"> <li>• <b>Summarises the material.</b></li> </ul>	T	3
<ul style="list-style-type: none"> <li>• <b>The researcher gave motivation to students.</b></li> </ul>	T	2
<ul style="list-style-type: none"> <li>• The researcher ends the up the learning activity by say thank you and salam.</li> </ul>	T - SS	2

Describe your friend's favorite food from bottled. You have to say:	Example of asking a question
1. What is his/her favorite food?	1. What is your favorite food?
2. Why does he/she like that food?	2. Why do you like that food?
3. How often do he/she eat it?	3. How often do you eat it?
4. What is his country's typical food?	4. What is the typical food there?
5. Etc.	5. Etc.

Example describe a friend's favorite food:

Hi everyone! I want to describing my friend's favorite food. His name is dillon. He from united States. He is 26 years old. His favorite food is burgers. He likes burgers because the taste is good and he likes meat. He eats it when he wants to eat it. A typical food in his country is apple pie.



**APPENDIX 2**

**PRE-TEST AND POST-TEST**

**PRE-TEST**

**Direction:**

Describe your classmate. You should say:

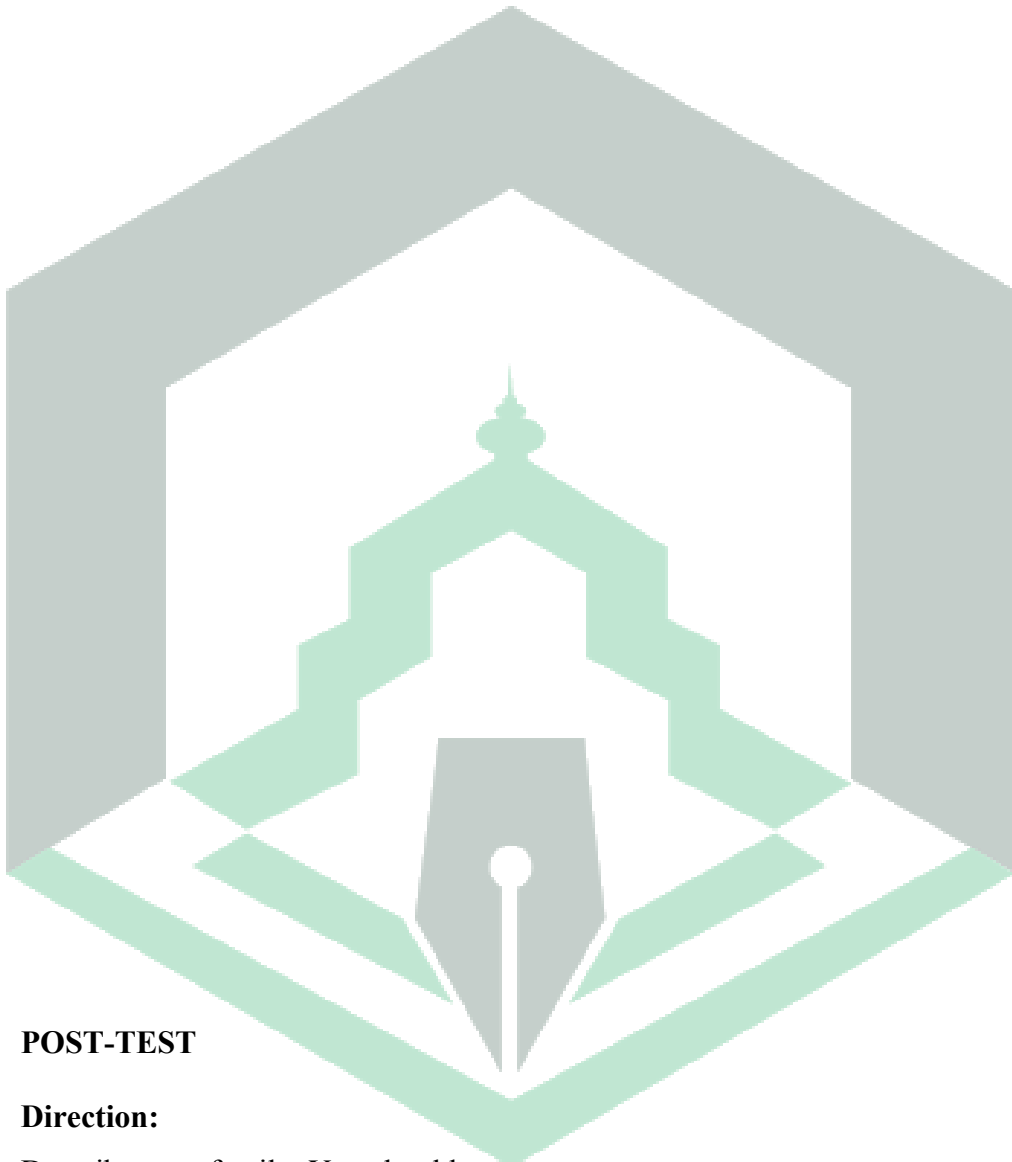


1. What's his/her name?
2. How old is he/she?
3. Where does he/she live?
4. With whom does he/she live?
5. How does her/his appearance?
6. What is his/her hobby?
7. What is his/her favorite food?
8. What is her/his ambition?
9. How many family members does he/she have?
10. What does he/she like to do when he/she has free time?



Examples of describe classmates:

Hi everyone! I want to describe my classmate. Her name is Nirmalasari. She is 22 years old. She lives in Kolaka. Now she lives with her aunt in Palopo. She wears a hijab, pretty, tall, and has black eyes. Her hobbies are listening to music and reading. Her favorite foods are meatballs and kapurung. She says one day she wants to be a teacher because she likes kids. She says we have to work hard to achieve what we want. There are five members of her family. It includes her, her parents, one brother, and one sister. What she likes to do in her spare time is watch random videos on YouTube.



## **POST-TEST**

### **Direction:**

Describe your family. You should say:

1. How many family members do you have?
2. What's your parent's name?
3. How old are your parents?
4. What are your parents' jobs?



5. How many siblings do you have?
6. What is your siblings name?
7. How old is your siblings?
8. What is your siblings hobby?
9. Have you ever had a fight with your siblings?
10. Do you have pets?
11. How does your siblings appearance?

Example of describe family:

Hi everybody! I want to describe my family. I have a wonderful family. I love all my family members. There are five members of my family. This includes me, my parents, and my older brother. My father's name is Muslim and my mother's name is cicik. He is 61 years old and she is 53 years old. My father is retired and my mother is a housewife. I have two brothers who are older than me. His names are Halim and Pras. They are 31 and 29 years old. Their hobby is playing music like guitar. I have pets which are 6 cats. My brothers appearance is that they are tall, my first brother is thin and the second is fat and they have black eyes.

### **APPENDIX 3**

### **SURAT IZIN MENELITI**



PEMERINTAH KOTA PALOPO  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
 NOMOR : 1062/IP/DPMPSTP/VIII/2022

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : NOVIA SULAWESTARI TA'GAN  
 Jenis Kelamin : Perempuan  
 Alamat : Jl. Merpati VI No. 411 Kota Palopo  
 Pekerjaan : Mahasiswa  
 NIM : 18 0202 0060

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE EFFECT OF BOTTLED APPLICATION IN IMPROVING SPEAKING LANGUAGE ENGLISH STUDENT'S AT SECOND GRADE OF SMAN 4 PALOPO**

Lokasi Penelitian : SMA NEGERI 4 PALOPO  
 Lamanya Penelitian : 31 Agustus 2022 s.d. 30 November 2022

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
 Pada tanggal : 31 Agustus 2022  
 a.n. Kepala Dinas Penanaman Modal dan PTSP  
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

**ERICK K. SIGA, S.Sos**  
 Pangkat : Penata Tk.I  
 NIP : 19830414 200701 1 005

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopp;
3. Dandim 1403 SWG;
4. Kapolres Palopo;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian

**APPENDIX 4**

**SURAT KETERANGAN PENELITIAN**



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMA NEGERI 4 KOTA PALOPO

Jalan Bakau Balandai No. Telp ( 0471 ) 21475 Website [www.sman4-plp.sch.id](http://www.sman4-plp.sch.id) Email [kepsek@sma4-plp.sch.id](mailto:kepsek@sma4-plp.sch.id)

**SURAT KETERANGAN PENELITIAN**

Nomor : 421.3/803-UPT.SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 4 Palopo, menerangkan bahwa :

**N a m a** : Novia Sulawestari Ta'gan  
**N I M** : 18 0202 0060  
**Tempat / tgl. lahir** : Balandai, 21 November 2000  
**Jenis kelamin** : Perempuan  
**Program Studi** : Pendidikan Bahasa Inggris  
**Alamat** : Jl. Merpati VI, No. 411 Perumnas Kota Palopo

Yang bersangkutan telah mengadakan penelitian di SMA Negeri 4 Palopo, pada tanggal 07 September sampai dengan 12 Oktober 2022, guna melengkapi Skripsi yang berjudul:

**“The Effect Of Bottled Application In Improving Speaking Language English At Second Grade Of SMAN 4 Palopo”**

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.



**IRWASHEWISMAN, M.Pd**  
Pangkat: Pembina utama Muda  
NIP 19641231-198903 1 242

**BerAKHLAK**  
BerAKHLAK  
BerAKHLAK

**#bangga  
melayani  
bangsa**

**Sipakatau**

**Sijik**  
Sijik

SETULUS HATI - SEGENAP JIWA - SEKUAT RAGA - MENCERDASKAN SULAWESI SELATAN | #CERDASKI

APPENDIX 5

SURAT KETERANGAN VALIDASI

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Andi Tenrisanna Syam, S.Pd., M. Pd.  
Jabatan/Pekerjaan : Dosen  
Instansi Asal : IAIN Palopo

Menyatakan bahwa soal *pre-test* dengan judul:

*The Effect of Bottled Application in Improving Speaking Language English Students at Second Grade Of SMAN 4 Palopo*

dari mahasiswa:

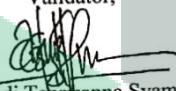
Nama : Novia Sulawestari Ta'gan  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 18 0202 0060

sudah siap dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:  
tambahkan beberapa pertanyaan yang bisa digunakan sebagai pedoman bagi siswa untuk membuat teks naratif

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 4 September 2022

Validator,

  
Andi Tenrisanna Syam

NIP. 198604232015032005

\*coret yang tidak perlu

## APPENDIX 6

## DOCUMENTATION

## Pre - Test



Students do a pre-test about describing their friend.



Students explain the results of their work about to describe their friend in front of the class.

## Treatment Using Bottled Application



Students use bottled application.



Students explain the results of their assignment in front of the class.



Bottled app message screen display.

**Post – Test**





Students do a pre-test about describing their family.



Students explain the results of their assignment about to describe their family in front of the class.

**Photo together with students in clas XI IPA 2**



## URRICULUM VITAE



Novia Sulaawestari Ta'gan she was born in Balandai on November 21st , 2000. Her father's name is Muslimin Ta'gan. and her mother's name is Cicik Setiyowati. She has two brothers who are older than her. She is the third child in her family. She started her studies at the Elementary School 444

Buludatu in 2006 and graduated in 2012. After that, she continued her study at Junior High School 2 Palopo and graduated in 2015, and she continued her study at Senior High School 2 Palopo and graduated in 2018. She then continued her studies at the State Institute for Islamic Studies (IAIN) Palopo in 2018, taking classes at the English Department. She finished her studies in 2022. She completed her studies at the State Institute for Islamic Studies (IAIN) Palopo with a thesis titled "Improving speaking skill through bottled application for the second grade students' SMAN 4 Palopo."