

**IMPROVING STUDENTS' SPEAKING SKILLS BY USING
ENGLISH CONVERSATION APPLICATION AT THE
SECOND GRADE OF MTS BATUSITANDUK**

A THESIS

*Submitted as a Part of the Requirements for S.Pd. Degree
in English Language Education Study Program*



By

RAHMAYANI

17 0202 012

Consultant:

- 1. Dr. Masruddin, S.S.,M.Hum**
- 2. Fadhliah Rahma Muin, S.Pd.I., M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATEISLAMIC INSTITUTE OF PALOPO**

2022

**IMPROVING STUDENTS' SPEAKING SKILLS BY USING
ENGLISH CONVERSATION APPLICATION AT THE
SECOND GRADE OF MTS BATUSITANDUK**

A THESIS

*Submitted as a Part of the Requirements for S.Pd. Degree
in English Language Education Study Program*



By

RAHMAYANI

17 0202 012

Consultant:

- 1. Dr. Masruddin, S.S.,M.Hum**
- 2. Fadhliyah Rahma Muin, S.Pd.I., M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

THESIS APPROVAL

This thesis entitled "*Improving Students' Speaking Skills by Using English Conversation Application At the Second Grade of MTS Batusitanduk*" written by Rahmayani reg. number 17 0202 0128, students of English Study Program of Tarbiyah and Teacher Training Faculty at Sate Islamic Institute of Palopo (IAIN Palopo), has been examined of 23th November 2022 coincided with 28th Rabiul Akhir 1444 H has been corrected according to the defects and requests of the Examination Team, and is accepted as a condition of obtaining a *Bachelor of Education* degree (S.Pd).


Palopo, 23rd December 2022

EXAMINATION TEAM

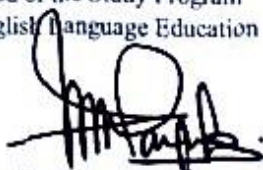
- | | | |
|---|---------------|---------|
| 1. <i>Amalia Yahya, S.E., M. Hum</i> | Chairman | (.....) |
| 2. <i>Muhammad Iksan, S.Pd., M. Pd</i> | Secretary | (.....) |
| 3. <i>Muhammad Iksan, S.Pd., M. Pd</i> | Examiner I | (.....) |
| 4. <i>Yayun Ruqiyat Said, S.Pd., M.Pd.</i> | Examiner II | (.....) |
| 5. <i>Dr. Masruddin, S.S., M. Hum</i> | Consultant I | (.....) |
| 6. <i>Fadhliyah R. Muin, S. Pd.I, M. Pd</i> | Consultant II | (.....) |

Approved by:

a.n. Rektor IAIN Palopo
The Dean of Tarbiyah and
Teacher Training Faculty


Dr. Nurdin K., M. Pd
NIP 19681231 199903 1 014

Head of the Study Program
English Language Education


Amalia Yahya, S.E., M. Hum
NIP 19771013 200501 2 006

STATEMENT OF ORIGINALITY

I, who undersigned below,

Name : Rahmayani
Reg Number : 17 0202 0128
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

With awareness and consciousness state exactly that:

1. This thesis is originally my own work, not the result of plagiarism, duplication of other's work that I acknowledge as my own work or thought.
2. All parts of the theses are my own work except the citation, whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, and then the academic degree that I have achieved can be revoked. In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, November 16 2022



Rahmayani
Reg Nu. 17 0202 0128

EXAMINER APPROVAL

Thesis Entitle : **IMPROVING STUDENTS' SPEAKING SKILLS
BY USING ENGLISH CONVERSATION
APPLICATION AT THE SECOND GRADE OF
MTS BATUSITANDUK**

Written By

Name : Rahmayani
Reg Num : 17 0202 0128
Faculty : Tarbiyah and Teacher
TrainingStudy Program: English Education


Has been corrected and approved to be examined Munaqasyah Thesis


Palopo, 16 November 2022

Approved,

Examiner I

Examiner II


Muhammad Iksan, S.Pd., M.Pd
NIP. 19860327 201801 1 001


Yuyun Ruziqiyat Said, S.Pd., M.Pd
NIDN. 2009048701

CONSULTANT APPROVAL.

Thesis Entitled: Improving Students' Speaking Skills By Using English Conversation Application At The Second Grade Of Mts Batusitanduk.

Written By:

Name : Rahmayani
Reg. Numb : 17 0202 0128
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

Has been corrected and approved to be examined

Palopo, September 05, 2022

Approved,

Consultant I



Dr. Masruddin, S.S., M.Hum
NIP. 19800613 200501 1 005

Consultant II



Fadhliyah Raha Muin, S.Pd.I., M.Pd.
NIDN. 2001012701

NOTA DINAS PEMBIMBING

Palopo, 05 September 2022

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Rahmayani
NIM : 17 0202 0128
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : Improving Students' Speaking Skills By Using English
Conversation Application At The Second Grade Of Mts
Batusitanduk.

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.
Demikian untuk diproses selanjutnya.

Pembimbing I



Dr. Masruddin, S.S., M.Hum
NIP. 19800613 200501 1 005

NOTA DINAS PEMBIMBING

Palopo, 05 September 2022

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Rahmayani
NIM : 17 0202 0128
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : Improving Students' Speaking Skills By Using English Conversation Application At The Second Grade Of Mts Batusitanduk.

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya.

Pembimbing II


Fadhliyah Rahmah Muin, S.Pd.I., M.Pd.
NIDN. 2001018701

ACKNOWLEDGMENT



The highest gratitude and thanks to Allah SWT. The researcher could finish this thesis because of Allah's blessing and guidance. We never forget to convey sholawat and salam to the great prophet Muhammad SAW, his family, his friends, and all people who still do Allah's commands and avoid Allah's prohibitions.

This thesis entitled “Improving Students’ Speaking Skills By Using English Conversation Application At The Second Grade Of Mts Batusitanduk” was submitted as a compulsory fulfillment of the undergraduate degree of English Education Study Program requirements Tarbiyah and Teaching Training Faculty, State Islamic Institute of Palopo

The researcher realized that this thesis could not be finished without help, support, and suggestions from others. Therefore, the researcher would like to express thanks to:

1. Dr. Abdul Pirol, M.Ag. as the rector of IAIN Palopo.
2. Drs. Nurdin K., M.Pd as the Dean of Tarbiyah and Teachers Training Faculty of IAIN Palopo.
3. Amalia Yahya, S.E. M.Hum, head of the English Study Program, always provides support and enthusiasm to become a good master's student.
4. Masruddin, S.S.,M.Hum is the first consultant who has provided guidance, explanations, corrections, suggestions, and some ideas so that researchers can complete this thesis.

5. Fadhliyah Rahma Muin, S.Pd.I., M.Pd is the second consultant who has taught, helped, advised, and delivered patiently guidance, explanation, suggestion, and motivation to improve this thesis until finished.
6. All the lectures of IAIN Palopo, thanks for the guidance, attention, knowledge, and motivation in learning the English language, and all staff at IAIN Palopo, thanks for helping and kindness.
7. Thank you to the Researchers' patient parents for educating me and praying for me. All achievements that researchers get can not be separated from the sincere prayers they always pray.
8. The headmaster and the teacher of MTs. Batusitanduk, especially for the researcher's friend (Nur Syamsi) as a teacher and helper who gave the researcher opportunity to research the second grade.
9. The researcher's friends, especially for Big Ambition, which could not be written here; thank for nice friendship, support, help, and the togetherness during study at IAIN Palopo.
10. Thank you to the researcher's beloved friends Elma Halim, Mira, Rosmiana, Zakia, Selvi Ananta, Ismawati P, and Fitriah Fitriani who has been the best support system for me during the process of completing a research study
11. Thank you to Resky Amalia D, Miftahuljanna, Fitriani, Sry Wahyuni, Siti Maria Ulfa, and Zahreza who were the best encouragement when the researcher finished the thesis. They are the best support system, and researcher are very proud of that.

12. Thank you to the researcher's beloved brother and sisters, who have supported, motivated and strengthened the researcher to complete this thesis

13. To All researcher friends at IAIN Palopo, thank you for being patient and continuing to provide good support and assistance while we are together.

And lastly, the researcher would like to express his deepest gratitude to Allah SWT, the lord who has been the researcher. The researcher hopes this thesis can provide many contributions for all readers for regional, nation and states. Therefore, it can be a charity.

Palopo, 05 September 2022

Researcher,



RAHMAYANI
17 0202 0128

LIST OF CONTENTS

TITLE PAGE	i
CONSULTANT APPROVAL	iii
NOTA DINAS PEMBIMBING	iv
ACKNOWLEDGMENTS	vi
LIST OF CONTENTS	ix
ABSTRACT	xi
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Statement	4
C. Objective Of The Research	4
D. Significance Of The Research	4
E. Scope Of The Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous Relevant Research	6
B. Literature Review	9
1. General Description Or Speaking	9
2. The Main Aspect Of Assessing Speaking Skill	10
3. The Role Of Speaking In Communication	12
4. Principles To Teaching Speaking Skill	13
5. Types Of Classroom Speaking Performance	15
6. Characteristics Of Successful Speaking	16
C. English Conversation Application	18
a. Nature Of English Conversation Application	18
b. Main Function Of This App	19
D. Conceptual Framework	21
E. Hypothesis	22

CHAPTER III METHOD OF THE RESEARCH.....	23
A. Method Of The Research	23
B. Design.....	23
C. Population And Samples	23
D. Instrument Of The Research	24
E. Procedure Of Collecting Data.....	24
F. Technique Of Analyzing Data.....	26
CHAPTER VI FINDING AND DISCUSSION.....	31
A. Finding.....	31
B. Discussions.....	46
CHAPTER V CONCLUTION AND SUGGESTION.....	49
A. Conclusion	49
B. Suggestion.....	49
BIBLIOGRAPHY	51
APPENDICES.....	53

LIST OF CONTENTS

Table 4.1 The rate percentage of Accuracy of pre-test	31
Table 4.2 The rate percentage of fluency of pre-test.....	32
Table 4.3 The rate percentage of comprehensibility of pre-test	32
Table 4.4 The students' raw score of pre-test.....	33
Table 4.5 The rate percentage of accuracy of post-test.....	34
Table 4.6 The rate percentage of fluency of post-test	34
Table 4.7 The rate percentage of comprehensibility of post-test.....	34
Table 4.8 The students' raw scores of post-test.....	35
Table 4.9 The students' gain scores in the area of accuracy.....	36
Table 4.10 Analysis of (Xd) and (X ² d) in the area of accuracy.....	37
Table 4.11 The students' gain score in the area of fluency	39
Table 4.12 Analysis of (Xd) and (X ² d) in the area of fluency	40
Table 4.13 The students' gain score of pre-test and post-test.....	41
Table 4.14 The students' gain score of pre-test and post-test.....	42
Table 4.15 Analysis of (Xd) and (X ² d) in the area of accuracy, fluency, and comprehensibility	44

ABSTRACT

Rahmayani, 2022. *“Improving Students’ Speaking Skills By Using English Conversation Application At The Second Grade Of Mts Batusitanduk”*. A Thesis of English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by Dr. Masruddin, S.S., M.Hum, and Fadhilia Rahma Muin, M.Pd

The purpose of this study was to determine whether the use of the English Conversation Application could improve the speaking skills of the second-grade students of MTs Batusitanduk.

This research applies Experimental Research. It consists of a Pre-Experimental research method. The researcher collected data by giving pre-test and post-test which were formulated in a speaking test that contained an oral test. The data collected through the pre-test and post-test were first tabulated and analyzed in percentages. And the research is focused on second-grade students of Mts Batusitanduk for the 2021/2022 academic year. The total population is 20 students. The test is calculated using SPSS 22.

These results can be seen that the t table found in the tabulation of the significance test is 12.42. This means that the result of t_{test} (12.41) is greater than t_{table} (3.24). Because $t_{test} > t_{table}$, it means that there is a significant development in students' speaking skills after following the treatment using English conversation applications in improving their speaking skills at Mts Batusitanduk

Keywords: Speaking skill, English conversation application

CHAPTER 1

INTRODUCTION

A. Background

English is a language that is mostly used in many countries. So, it becomes an international language accepted in many fields. For example, when people get a vacation to many countries, they need to use English to communicate with people there. Another example is when we are going to a job interview, so English is a language that will be required. That is why most people learn English and try to follow the global development in science and technology.

In facing global development, Indonesian people need to study English especially for students in schools who have to learn the English language to make them ready to face the demands of the age. School as a formal institution must be able to produce students who can speak English well because most parents and people in general still trust their children to be taught at school besides at English courses. Especially in facing the national exam, there are still many schools that have a bad experience in facing the standard value that has been set by the government. And it happens from year to year.¹

In addition, the English language position in Indonesia is as a foreign language. It is included in Indonesia's curriculum considering the importance of the English language nowadays. Even it becomes a compulsory subject to learn

¹ Dedy Wahyudi, "Improving the Students' Speaking Skill Through Semantic" 4, no. June (2012): 1–23.

from elementary schools to universities. In Indonesia's curriculum, four major skills must be learned in the English teaching and learning process. Those are listening, speaking, reading, and writing. Because there are many difficulties faced by learners. For example, they have a limited vocabulary so it can be an impact their confidence to speak up, there is no comfortable environment in the classroom and it makes the students do not focus on the lesson and many more. Many factors make speaking difficult for foreign learners. According to Brown (2001: 270), some features make speaking a difficult language skill. They cover clustering, redundancy, reduced forms, performance variable, colloquial language, rate delivery, stress, rhythm, the intonation of English, and interaction. Besides the student's lack of vocabulary, their less confidence to speak and judge English as a difficult subject makes speaking the difficult language skill.²

Learning and teaching English as a foreign language will be more complicated since English is used as a means of communication. There is only a little opportunity to communicate in this language. For that reason, the students of Mts Batusitanduk have not known about English, especially speaking. That most of the students didn't have good skill in speaking because they didn't use to practice it in their daily life and did not perform English in their language conversation, It because of the method in teaching English that is used by English teachers her in the classroom is boring, there is no innovation in teaching English, so that made English atmosphere in the classroom seems monotone.

² Jack C. Richards, *Communicative Language Teaching Paradigm*, Cambridge University Press, vol. 1 (New York: Cambridge University Press, 2006), <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>.

Practice is the keyword for the four basic skills in English. Concerning speaking skills, the learners of English as the foreign language have to be able to speak the English vocabulary correctly when they practice this language. Speaking skill as the first requirement for language learner, more over in interacting to other people needs approach “How to improve their speaking skill. So, the problem is how to improve English speaking?.

Speaking is one way to communicate ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. According to Brown and Yule state that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say.³

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.⁴ Speaking is an inseparable component of communication. By communicating effectively, we can make our rivals speak to understand what we say. It means that people must study speaking as well as the first communication if we want to communicate directly by themselves with the native speaker or want to do in nternational activity. It is supported by a statement of Penny Ur that:

“Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: People who know a language, as is speaking

³ Brown and Yule, *Speaking Practice*, ed. Russell N. Cambell and William E. Ruthherford, vol. 68 (New York: Oxford University Press, 1984), <https://doi.org/10.2307/328018>.

⁴ Anne Burns and HDS Joyce, *Teachers' Voices 5: A New Look at Reading Practices*, ed. Anne Burns and Helen de Silva Joyce (National Centre for English Language Teaching and Research Macquarie University Sydney NSW 2109, 2000), http://www.ameprc.mq.edu.au/docs/research_reports/teachers_voices/Teachers_Voices_5.pdf.

include all the kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.⁵

B. Problem Statement

Based on the background, the researcher formulated two research questions as follows:

Does English conversation application improve the speaking skills of students in the second grade of MTs Batusitanduk?

C. Objective Of Research

To find out the use of English conversation applications can improve the speaking skills of second grade students at MTs Batusitanduk.

C. Significance Of The Research

In this study the writer expects that the research paper has benefits both;

1. Theoretically

The result of this research can be used as the reference for those who want to conduct a research for English teacher in their teaching learning process, especially in teaching speaking.

2. Practically

It will improve both teacher and students' ability to solve their problem to master English especially in speaking, and the writer can get large knowledge about class action in applying and using it, especially in speaking teaching

⁵ Penny Ur, *A Course in Language Teaching, The British Library*, vol. 19 (Cambridge University Press 1991, 1991), <https://doi.org/10.9790/0837-19664456>.

learning.

D. Scope Of The Research

This research intends to present some matters about the improve of students' English Speaking skills using English conversation application the at the second-grade Students of MTs Batusitanduk. It focused on three aspects of speaking namely: fluency, accuracy, and comprehensibility.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous relevant research

In writing this proposal, the researcher finds some related studies. They are cited below:

1. Dewi Sri Kuning (2020) investigated the Applications of Social Media to Learn Speaking. This study is library research. The aims of this study is to know what are the applications from social media which often used by the students because many applications in social media that can be used by user to interact about all things in everywhere and everytime. But, there are special applicationsto learn speaking, like 1) Learn to Speak English with Busuu, (2) Hello English, (3) BBC Learning English, (4) Learn English with Aco, (5) Memrise, (6) Duolingo, (7) HelloTalk, and (8) Rosetta Stone. So, those applications can help them in studying English, especially speaking skill.⁶
2. Mella Sarasyifa (2018) investigated applying the Application media to enhance students' speaking skill. This research aims to get empirical evidence on whether the Application Media enhances students' speaking skills or not. This research used Mixed Method Research which focused on an Exploratory Sequential Design. This design had two phases; a qualitative phase as

⁶ Dewi Sri Kuning, "Applications of Social Media to Learn Speaking," *Jurnal Elsa* 148, 2020, 33.

preliminary research to conduct the next quantitative phase research. This model also contributed well to their vocabulary, pronunciation, fluency, and background knowledge about the topic. It is supported by the result of the test which showed the significance of the post-test in the experimental class ($p=0.031$) was lower than 0.05 or $0.031 < 0.05$. It meant there was a significant post-test score between the controlled class and the experimental class. The calculation of enhancement size also proved that applying the Application media gave moderate enhancement at 0.51 level on students' speaking skills.⁷

3. Dewi Sri Kuning (2019) investigated Technology in Teaching Speaking. This research explain that Speaking is one of the skills that must be possessed by students in learning English, because speaking is used as a tools to communicate with one another. In this 21st century, a lot of learning innovations are introduced as a tool to learn to speak, one of which is modern technology. In learning, many types of modern technology are introduced to assist students in learning to speak, such as language laboratories, video, satellite, internet, blogs, digital dictionaries and more. Technology The modern technology aims to improve students' abilities in speak mainly speak English.⁸
4. Muhammad Reza Ahmadi (2018) investigated The use of technology has become an important part of the learning process in and out of the class.

⁷ Mella Sarasyifa, 'Applying Flipped Classroom Model To Enhance Students ' Speaking Skill Mella Sarasyifa Faculty Of Educational Sciences' (2018): 6.

⁸ Dewi Sri Kuning, "Technology in Teaching Speaking Skill," *Journal of English Education, Literature and Linguistics* 2, no. 2 (n.d.): 29.

Every language class usually uses some form of technology. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners. This study focuses on the role of using new technologies in learning English as a second/foreign language. It discussed different attitudes which support English language learners to increase their learning skills through using technologies. In this paper, the researcher defined the term technology and technology integration, explained the use of technology in language classroom, reviewed previous studies on using technologies in improving language learning skills, and stated certain recommendations for the better use of these technologies, which assist learners in improving their learning skills. The literature review indicated that the effective use of new technologies improves learners' language learning skills.⁹

Based on the results of the four previous studies, the researcher stated that all of them had the same discussion about application media in improving speaking. But overall this study is different from the four previous studies above. The difference between previous studies is that this study focuses more on the conversation by using an English conversation application. This means that this research will be simpler than all of them. However, this research has the same

⁹ Mohammad Reza Ahmadi, "The Use of Technology in English Language Learning," *International Journal of Research in English Education (IJREE)* 3, no. January (2018): 11.

goal which is to focus on improving students' speaking skills and making students more active than teachers in the classroom by finding and learning their lessons through reverse classroom techniques. Therefore, researchers are interested in getting more general data from the techniques that will be used to improve speaking skills in the second grade of MTs Batusitanduk.

B. Literature review

1. General Description Speaking

Speaking is the ability to talk in English.¹⁰ On the other word, speaking is an inseparable component of communication. Therefore, in formal environment between teacher and students always interaction to make communication. Where communication is the output modality and learning is the input modality of language acquisition.¹¹ Because in fact, much of our daily communication remain interactional. Being been able to enter act in a language is essential. On the other word, language instructors should relevant topic by using learners, interaction as the key to teaching language for communication because communication derives essentially from interaction.

In another view, speaking is fundamentally and instrumentally acts. Speaker talks in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them question to get them to provide information. They request things to affect them is still other ways. The nature of

¹⁰ M. Solahudin, *Kiat-Kiat Praktis Belajar Speaking* (Jakarta: Diva Press, 2008).

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching, Encyclopedia of the Sciences of Learning* (New York: Practis Hall, 1980), https://doi.org/10.1007/978-1-4419-1428-6_347.

the speech act should the fore play a control role in the process of speech. Speaker begins with the intention of affecting their listeners in a particular way.

2. The Main Aspect of Assessing Speaking Skill

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.¹²

Testing students spoken language command is one of the most important aspects of an overall evaluation of the student's language performance. According to Rasyid and Nur divide speaking skill into two features, firstly is competency features that consists of fluency and accuracy. Second is a performance feature that consists of content and interaction.¹³

Appropriacy is the ability in use of language generally appropriate to the function. Syah says that appropriacy is use lexical, phonology and intonation properly and fairly base on situation and condition any own translation.¹⁴ In this case, performance features is the appropriateness in using language.

Base on statement above, the writer divides speaking skill into three main components, as follows:

a. Fluency

Fluency is the ability to produce what one wishes to say smoothly and

¹² Mable Chan, "English for Business Communication," *English for Business Communication*, 2019, 1–236, <https://doi.org/10.4324/9781351060035>.

¹³ Saiful Akmal et al., "The English Teachers' Challenges in TOEFL Preparation for Senior High School Students," *Journal on English as a Foreign Language* 10, no. 1 (2020): 25–45, <https://doi.org/10.23971/jefl.v10i1.1627>.

¹⁴ Gross National and Happiness Pillars, *Teaching English As a Foreign Language*, ed. John Eggleston and Profesor of Education, Second Edi (New York: Routledge, 1980).

without undue hesitation and searching.¹⁵ Speak without too great an effort with a fairly wide range of expression. In the past research National and Pillars found that in that students speaking skill they were fairly fluent in interaction with speak of 75-89 word per minute. With not more that 3 false and repetitions and not more that 7 fillers per 100 words.

Based on the experts' opinion above, the researcher concludes that fluency is one of the criteria of speaking assessment which focus on how fast the speakers produce words when they are performing speaking to the other people.

b. Accuracy

Accuracy is the ability in use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by all allowing students to focus on the elements of phonology grammar and discourse in their spoken output.¹⁶

Based on the experts' opinion above, the researcher concludes that accuracy is one of the criteria of speaking assessment which focus on how far the speakers able to perform speaking appropriately on phonological, lexical and grammatical aspects.

c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is

¹⁵ Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia," *International Journal of Humanities and Social Science* 2, no. 20 (2012): 12.

¹⁶ Verawati, "Improving Students Speaking Skill by Using CTL (Comunicative Language Teaching) Approach at the Seventh Year Students of MTS Batusitanduk," *Thesis*, 2014, 38.

exercise to improve one understands.¹⁷

In testing speaking proficient, we use some elicitation techniques. According to Madsen elicitation techniques is the ways to get students to say something in speaking test, for example through limited response; directed response, question about picture, reading – aloud, paraphrase explanation, guided role play or relaying information, visual and paraphrase techniques through oral interview.¹⁸

Based on the experts' opinion above, the researcher concludes the comprehensibility is one of the criteria of speaking assessment which focus on how far are the speakers able to understand what their interlocutors mean when performing speaking.

After knowing the some criteria of speaking assessment stated by the expert above, it will be easier for the researcher to conduct the speaking assessment of this research in order the data collected accurately.

3. The Role of Speaking in Communication

Speaking is one of the central element of a communication. They function of spoken language area interactional and transactional. They function of spoken language area interactional and transactional, because much of our daily communications remains interactional communication of personal meaning, they soon, discover is suite another process.

Communication is happen as consequence of social relation and

¹⁷ B. Bannet et al., *The Flipped Classroom Manifest*, thirth edi (New York: IAFOR Jurnal Of Education, 2015).

¹⁸ Brown and Yule, *Speakking Practice*.

communication through speaking commonly performed in face interaction occur as part of a dialogue or other form of verbal exchange what is said, is dependent on and understanding of what else has been said in the interaction.

4. Principles for teaching speaking skills

- a. Focus on both fluency and accuracy, depending on your objective.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointer or pronunciation tips. We need to bear in mind in spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.¹⁹

- b. Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be." Even in those techniques that don't sent students into ecstasy, help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.

- c. Encourage the use of authentic language in meaningful contexts.

This theme has been played time and again in this book, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts

¹⁹ Mella Sarasyifa, 'Applying Flipped Classroom Model To Enhance Students ' Speaking Skill Mella Sarasyifa Faculty Of Educational Sciences'.

and meaningful interaction, but with the help of a storehouse of teacher resource material it can be done.

d. Provide appropriate feedback and correction.

In most EFL (English as a Foreign Language) situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL (English as a second language) situations, they may get such feedback “out there” beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

e. Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As ours are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

f. Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give directions, and provide information, and students have been conditioned only to “speak when spoken to.” Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversation, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to

initiate language.²⁰

- g. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. Your classroom can be one in which students become aware of, and have a chance to practice, such strategies become aware of, and have a chance to practice.

5. Types of Classroom Speaking Performance

According to Brown there are six types of classroom speaking performance that students are expected to carry out in the classroom.²¹

a. Imitative

A very limited portion of classroom speaking time many legitimately be speech generating “human tape recorder speech” , where, for example, learner practice an intonation control or try to point a certain vowel sound and word.

b. Intensive

Intensive speaking goes to one step beyond imitative to include any speaking performance that in designed to practice some phonological aspect of language.

c. Responsive

A good deal of students’ speaking in the classroom is responsive, short replies a teacher or students imitated question or comments.

d. Transactional (dialogue)

²⁰ Kristina Benyamin, “Daily English Conversation Application As Teaching Media To Enhance Students ’ Speaking Skills At Smp Negeri 35 Makassar,” 2021.

²¹ H. Douglas Brown, *Principles of Language Learning and Teaching*.

Transactional language, carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the form function of fact and information. Learners would need interlocutor, casual style, and sarcasm is called linguistically in this conversation.

f. Extensive (monologue)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral report summaries or perhaps short speeches.

Based on the explanation about “types of Classroom Speaking Performance” the researcher knowing about it, and can choose the types of Classroom Speaking Performance to improve the speaking skill.

After the teacher knows about the types of situation during the learners their speaking, they can predict the situation probably happen at the time. Besides that, the teacher can make situation of class be enjoyable and fun by the students' spontaneity and directly without a good planning before.

6. *Characteristics of successful Speaking*

Penny Ur explains some characteristics of successful speaking activities which include: learners talk a lot, participant is even, motivation is high, and

language is of an acceptable level. Each characteristic is explained as follows:²²

1. Learners talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher's talk pauses.

2. Participant is even

Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and contributions are fairly evenly distributed.

3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.²³

4. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easy comprehensible to teach others and of acceptable level of language accuracy. Speaking is the ability to use the language in ordinary way be speech. It is not only a matter of transferring some messages to other persons but is also communication, which needs more than one person to communicate with. When people speak, they construct ideas in words, express their perception, their feelings and intentions, so that interlocutors grasp meaning of what the speakers mean. If the learners do not have speaking skill, do not understand the English

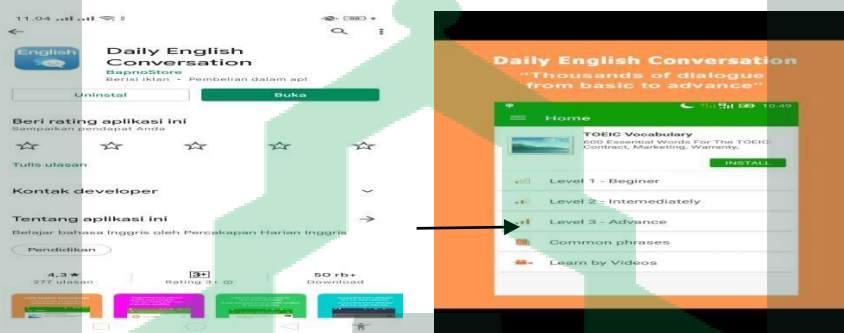
²² Ur, *A Course in Language Teaching*.

²³ Verawati, "Improving Students Speaking Skill by Using CTL (Comunicative Language Teaching) Approach at the Seventh Year Students of MTS Batusitanduk."

words that are said by the speaker, do not acknowledge the language, they cannot grasp meaning of what the speaker mean. In that condition, they cannot be said successful in learning English, because they do not have a meaningful interaction of English conversation. Due to it, students who want to speak English well need to learn and practice it as much as possible. As proverb says ‘practice makes perfect’. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately.²⁴

C. English Conversation Application

1. Nature of English Conversation Application



<https://play.google.com/store/apps/details?id=com.kepham.englishconversation>

Media is a means of communication and source of information. Media is also considered as an instructional system of the teaching-learning process. It can be concluded that the media can facilitate the teaching and learning process, and also can search for information easily.²⁵

Currently, the use of the mobile technology has been increased in a considered way thanks to the ease of use and low cost of the applications focused

²⁴ Hijril Ismail, “Improving Students’ Speaking Skill Through Conversation” 9, no. 1 (2014): 78–79.

²⁵ Kristina Benyamin, ‘Daily English Conversation Application As Teaching Media To Enhance Students’ Listening Comprehension At Smp Negeri 35 Makassar’ (2021).

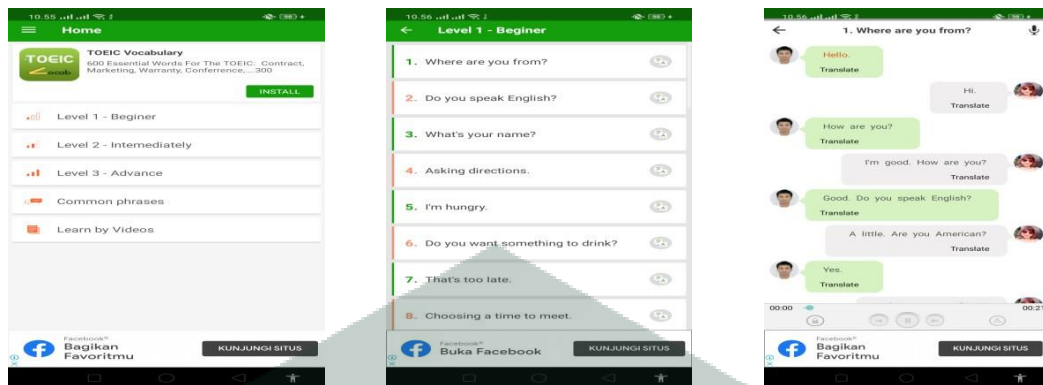
on the learning of foreign languages. There is a wide variety of applications such as for the development of linguistic competences, speaking, listening, in reading, and writing. Among them, the writer selected Daily English Conversation application as a tool to improve the English speaking skill of the students. Daily English Conversation application can be used as a medium to help the learner.

Like other skills, using English communication plays an important role in acquiring and can improve the ability to speak English in communicating even internationally.

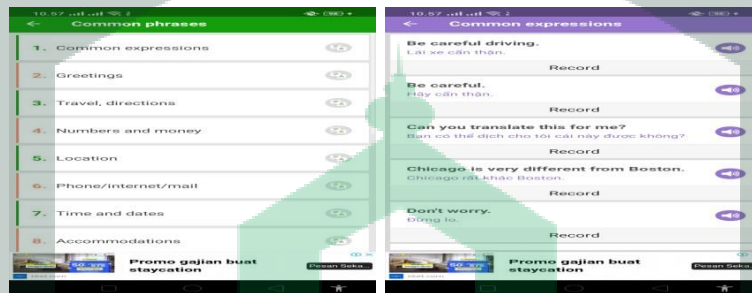
Learning English can be much easier if you learn to use this application by studying some of the conversations contained in this application. conversations such as talking on the phone, booking hotels, going to tourist attractions and so on. The author realizes that the English learning method comes from real situations and is considered an effective method so the author uses this application to help improve your speaking skills easily.

2. Main functions of this app

- The apps consist of 100 conversations categorized into 3 different levels: Easy, Medium, and Hard. Each conversation refers to a particular situation of an English native speaker so that you can apply the conversation to your situation in daily life.



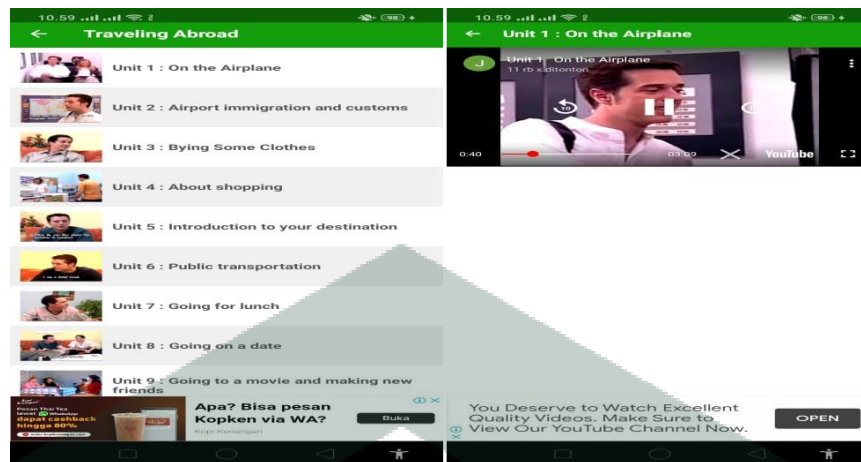
- This app also supports you the most 2000 common English words and expressions for many topics to improving English speaking skill.



- This application can provide several versions of the spoken language if you do not fully understand.



- Especially, the app helps you to improve your listening skill through easily understandable videos.



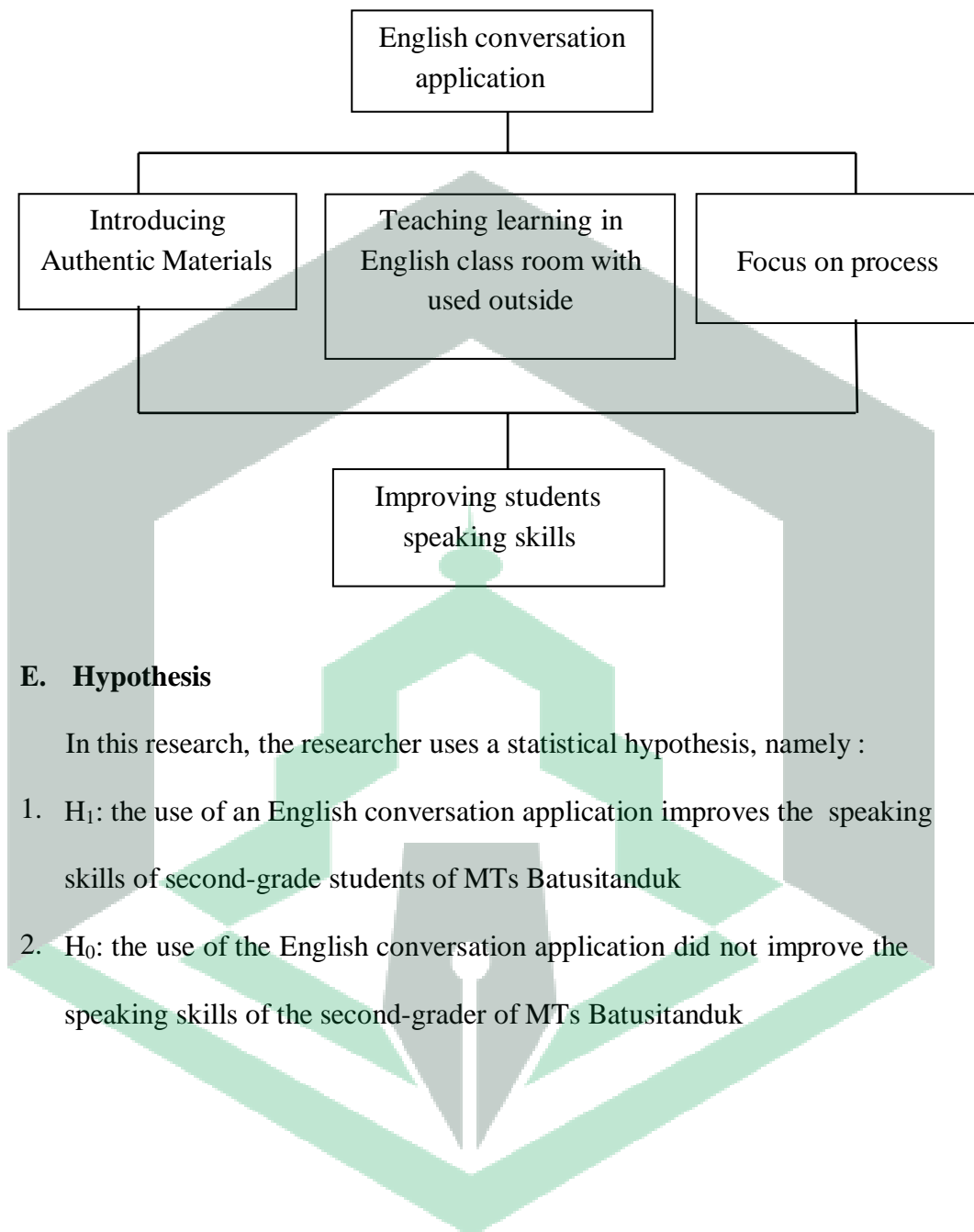
- Additionally, you are supported by free learning English apps such as Practice English, English pronunciation, TOEIC Test Practice.

D. Conceptual Framework

In Indonesia, students are expected to learn and practice speaking as one of the disciplines. However, some students continue to have difficulty with speaking practice. One factor that may affect students' capacity to communicate information is the content's complexity, which is mainly in English (Foreign Language). Additionally, students' capacity to communicate may be impacted by the current situation, in this case, lack of facility as a media. Students who are willing to learn and capable to learn the language through technology. As a result, it will be easy for students to focus on getting the information easily.

Consequently, the researcher intends to use the English conversation Application for the students who are willing to learn English Foreign Language in the classes and have them practice speaking English to elicit information on the material in speaking.

Flowchart of conceptual Framework:



E. Hypothesis

In this research, the researcher uses a statistical hypothesis, namely :

1. H_1 : the use of an English conversation application improves the speaking skills of second-grade students of MTs Batusitanduk
2. H_0 : the use of the English conversation application did not improve the speaking skills of the second-grader of MTs Batusitanduk

CHAPTER III

METHOD OF THE RESEARCH

A. Method of Research

The method used the pre Experiment method. This study analyzes the improving students' speaking skills by English conversation application. The research use dialogue between teacher and students, or among the students themselves, it also can be interviews, role plays, and discussion.

B. Design

An experiment method consisted of pre-test, treatment, and post-test as the theory of Arikunto.²⁶ The design of the research could be decanted as follows:

$O_1 X O_2$

Remarks: O_1 : Pre-test

X: Treatment

O_2 : Post-test

C. Population and Samples

1. Population

The populations of this research the students of at the VIII year Students of MTs Batusitanduk. And the total numbers of students were 20 students.

2. Sample

²⁶ Harikunto Suharsimi, *Metode Penelitian*, vol. 8, 1997, https://doi.org/10.18907/jjsre.8.1_151_4.

The sample is a part of the individual, as the total population of research.²⁷ This research uses the purposive sampling technique. Since the research has the purpose of improving students' speaking skills ability. In this case, the research took class VIII there are 20 students as a sample. The researcher chooses this class because this class has ability that very less in speaking.

D. Instrument of the research

The researchers use a speaking test, where it consists of pre-test and post-test. The pre-test is given before the treatment to determine students' speaking ability before doing and after treatment. A post-test is given after the pre-test has been completed. The research provides several questions with the topic based on English conversation Application.

E. Procedures of collecting Data

In collecting the data, the writer did some procedures. Such as :

1. Pre-test

Before treatment, the researcher gave a pre-test to students which this test has been conducted in the first meeting. In this case, the researcher used an oral test to measure and find out the students' speaking ability in the pre-test. Since the test is an oral test, the researcher divided the score into three criteria accuracy, fluency, and comprehension.

²⁷ Mohammad Faisal Amir and Septi Budi Sartika, *No Title Metodologi Penelitian Dasar Bidang Pendidikan*, ed. Septi Budi Sartika and m. Tanzil Multazam, Cetakan Pe (UMSIDA Press, 2017).

2. Treatment

- a. Researchers direct students to download the English conversation application.
- b. The researcher will explain how to use the English conversation application.
- c. Students are given time to ask unclear things about the English conversation application.
- d. Learners begin to read and listen to the conversations contained in the English conversation application that has been selected by the researcher.
- e. Researchers will make two groups in the class, group A and group B.
- f. The researcher asked groups A and B to translate the conversation and write down the 5 new vocabulary words they got.
- g. The researcher will first invite one person from group A to come to the front, then group A will randomly call one person from group B to be the interlocutor in speaking practice.
- h. Researchers ask students to check their translation results whether match what is in the application or not.
- i. The group that is closest to being correct will be declared the winner, and the group that loses will be punished by the group that won.
- j. Students are given the task of making a paragraph from the 5 vocabulary they collected earlier.

3. Post test

Post-test was the same as the test on the pretest, this test aimed to determine whether there is an improvement for students after the treatment.

F. Technique Of Analyzing Data

1. Scoring Classification

In analyzing the data which has been collected, the researcher has to determine the scoring classification which includes accuracy, fluency, and comprehensibility. Those assessment criteria explained by J.B, Heaton as followed:²⁸

a. Accuracy

Classification	score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue (Indonesian language). Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only cause confusion.

²⁸ Philip. K Hitti, *History Of The Arabs*, ed. Jeremy Harmer And Roy Kingsbury (London And New York, n.d.).

Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which confuse.
Poor	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many “basic” grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the languages skill and areas practiced in the course.

b. Fluency

Classification	score	Criteria
Excellent	6	Speaker without too great effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.

Good	4	Although he has to make and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the General meaning. Air range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for th desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.

c. Comprehensibility

Classification	score	Criteria
excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
good	4	Most of what speaker say is easy to follow. His intention is always clear but several interruptions are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said about he must constantly seek clarification. Cannot understand many of time speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood who is listening.

Very poor	1	Hardly anything of what is said can be understood; Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. ²⁹
-----------	---	--

2. Using SPSS 20, calculate the mean of the score, standard deviation, frequency table, and assess the relationship between students' success used pre-experimental method.



²⁹ Verawati, "Improving Students Speaking Skill by Using CTL (Comunicative Language Teaching) Approach at the Seventh Year Students of MTS Batusitanduk."

CHAPTER VI

FINDINGS AND DISCUSSION

In this chapter, the researcher presents and analyzes the data about the improvement of students' speaking skills through the Communicative Language Teaching (CLT) approach using english conversation application at the second-year students of MTS Batusitanduk.

A. Findings

The findings of the research deals with the rate percentage of students score in pre-test and post-test, analysis of t_{test} in the area of accuracy, fluency, and comprehensibility, analysis of t_{test} from the raw score of pre-test and post-test, percentage of students' participation and the analysis of questionnaires.

1. The analysis of test

a. Score of students in pre-test

Table 4.1

The rate percentage of students' score in the area of Accuracy of pre-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	-	-
Average	3	-	-
Poor	2	2	9.09%
Very poor	1	18	90.90%
	Total	20	100%

The table above shows that students' score in the area of accuracy of pre-test are varieties; in which there were no students (0%) got 'excellent' , (0%) 'verygood' , (0%) 'good' and (0%) 'average' classification. 2 students (9.09%) got 'poor' , 18 students (90.90%) got 'very poor' classification.

Table 4.2

The rate percentage of students' score in the area of fluency of pre-test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	-	-
Average	3	-	-
Poor	2	8	40.90%
Very poor	1	12	59.09%
	Total	20	100%

The table above shows that students' score in the area of fluency of pre-test are varieties; in which there were no students (0%) got 'excellent' , (0%) 'verygood' , (0%) 'good' and (0%) 'average' classification. 8 students (40.90%) got 'poor' and 12 students (59.09%) got 'very poor' classification.

Tabel 4.3

The rate percentage of students' score in the area of comprehensibility of pre-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	-	-
Average	3	3	13.63%
Poor	2	10	50%
Very poor	1	7	36.36%
	Total	20	100%

The table above shows that students' score in the area of comprehensibility of pre-test are varieties; in which there were no students (0%) got 'excellent', (0%) got 'very good', and (0%) 'good' classification. There were 3 students (13,63%) got 'average', 10 students (50%) got 'poor' and 7 students (36,36%) got 'very poor' classification.

Table 4.4
The students' raw score of pre-test.

Respondent	Three aspects of speaking assessment			Total
	Accuracy	Fluency	Comprehensibility	
<i>R1</i>	1	1	1	3
<i>R2</i>	1	1	2	4
<i>R3</i>	1	1	1	3
<i>R4</i>	1	1	1	3
<i>R5</i>	1	2	2	5
<i>R6</i>	1	1	2	4
<i>R7</i>	1	2	3	6
<i>R8</i>	1	1	1	3
<i>R9</i>	1	2	2	5
<i>R10</i>	1	2	2	5
<i>R11</i>	1	1	1	3
<i>R12</i>	1	1	1	3
<i>R13</i>	1	1	1	3
<i>R14</i>	1	1	2	4
<i>R15</i>	1	2	2	5
<i>R16</i>	1	1	1	3
<i>R17</i>	2	2	3	7
<i>R18</i>	1	2	2	5
<i>R19</i>	1	2	2	5
<i>R20</i>	1	1	2	4
Total	21	27	39	X1= 83

The table above shows the students' raw score of pre-test which consists of three main aspects of speaking assessment namely; accuracy, fluency, and comprehensibility. It can be seen that the number of sample are 20 students and

the total score of the students' speaking skill in pre test are 83 points.

b. Score of students in post-test

Table 4.5

The rate percentage of students' score in the area of accuracy of post-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	-	-
Average	3	2	9,09%
Poor	2	14	68,18%
Very poor	1	4	22,72%
	Total	22	100%

The table above shows that students' score in the area of accuracy of post- test are varieties; in which there were no students (0%) got 'excellent' and (0%) got 'very good' , and (0%) 'good' classification. There were 2 students (9,09%) got 'avearge', 14 students (68,18%) got 'poor' and 4 students (22,72%) got 'very poor' classification.

Tabel 4.6

The rate percentage of students' score in the area of fluency of post-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	2	9,09%
Average	3	7	36,36%
Poor	2	11	54,54% %
Very poor	1	-	-
	Total	20	100%

The table above shows that students' score in the area of fluency of post-test are varieties; in which there were no students (0%) got 'excellent' and

(0%) got 'very good' , 2 students (9,09%) 'good', 7 students (36,36%) got 'average', 11 students (54,54%) got 'poor' and 0 students (0%) got 'very poor' classification.

Table 4.7

The rate percentage of students' score in the area of comprehensibility of post-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	3	13,63%
Average	3	14	72,72%
Poor	2	3	13,63%
Very poor	1	-	-
	Total	20	100%

The table above shows that students' score in the area of comprehensibility of post- test are varieties; in which there were no students (0%) got 'excellent' and (0%) got 'very good', 3 students (13,63%) 'good', 14 students (72,72%) got 'average', 3 students (13,63%) got 'poor' and 0 students (0%) got 'very poor' classification.

Table 4.8

The students' raw scores of post-test

Respondent	Three aspects of speaking assessment			Total
	Accuracy	Fluency	Comprehensibility	
<i>R1</i>	2	2	3	7
<i>R2</i>	2	3	3	8
<i>R3</i>	2	2	3	7
<i>R4</i>	1	2	3	6
<i>R5</i>	2	2	3	7
<i>R6</i>	1	2	3	6

<i>R7</i>	3	4	4	12
<i>R8</i>	2	2	3	7
<i>R9</i>	2	3	3	8
<i>R10</i>	1	2	3	6
<i>R11</i>	1	2	3	6
<i>R12</i>	2	2	3	7
<i>R13</i>	1	2	2	5
<i>R14</i>	2	3	2	7
<i>R15</i>	2	3	3	8
<i>R16</i>	2	3	3	8
<i>R17</i>	3	3	4	10
<i>R18</i>	2	3	3	8
<i>R19</i>	2	4	4	10
<i>R20</i>	2	2	3	7
Total	37	51	61	X ₂ = 150

The table above shows the students' raw score of pre-test which consists of three main aspects of speaking assessment namely; accuracy, fluency, and comprehensibility. It can be seen that the number of sample are 20 students and the total score of the students' speaking skill in pre test are 164 points.

c. Analysis of t_{test} in the area of accuracy of pre-test and post-test

Table 4.9

The students' gain scores in the area of accuracy.

Respondent	Pre-test	Post-test	Gain (d)
<i>R1</i>	1	2	+1
<i>R2</i>	1	2	+1
<i>R3</i>	1	2	+1
<i>R4</i>	1	1	0
<i>R5</i>	1	2	+1
<i>R6</i>	1	1	0
<i>R7</i>	1	3	+2
<i>R8</i>	1	2	+1
<i>R9</i>	1	2	+1
<i>R10</i>	1	1	0
<i>R11</i>	1	1	0
<i>R12</i>	1	2	+1

<i>R13</i>	1	1	0
<i>R14</i>	1	2	+1
<i>R15</i>	1	2	+1
<i>R16</i>	1	2	+1
<i>R17</i>	2	3	+1
<i>R18</i>	1	2	+1
<i>R19</i>	1	2	+1
<i>R20</i>	1	2	+1
Total			$\Sigma d = 16$

$$MD = \Sigma d / N$$

$$= 16/20$$

$$= 0,8$$

Looking for deviation standard for each subject (X_d) and squared deviation (X^2d) in accuracy aspect as follow: $Md = 0,8$

Table 4.10

Analysis of (X_d) and (X^2d) in the area of accuracy

Respondent	Gain (d)	$X_d (d-Md)$	X^2d
<i>R1</i>	+1	0	0
<i>R2</i>	+1	0,23	0,0529
<i>R3</i>	+1	0,23	0,0529
<i>R4</i>	0	0	0
<i>R5</i>	+1	0,23	0,0529
<i>R6</i>	0	0	0
<i>R7</i>	+2	1,23	1,5129
<i>R8</i>	+1	0,23	0,0529
<i>R9</i>	+1	0,23	0,0529
<i>R10</i>	0	0	0
<i>R11</i>	0	0	0
<i>R12</i>	+1	0,23	0,0529
<i>R13</i>	0	0	0
<i>R14</i>	+1	0,23	0,0529
<i>R15</i>	+1	0,23	0,0529
<i>R16</i>	+1	0,23	0,0529
<i>R17</i>	+1	0,23	0,0529
<i>R18</i>	+1	0,23	0,0529
<i>R19</i>	+1	0,23	0,0529
<i>R20</i>	+1	0,23	0,0529

N= 22	$\Sigma d = 16$	$\Sigma X^2 d = 2,363$
-------	-----------------	------------------------

$$t = \frac{Md}{\sqrt{\frac{\Sigma X^2 d}{N(N-1)}}}$$

Mean of difference (Md) = 0,8

Squared deviation (X^2d) = 2,363

Total respondents (N) = 20

$$t = \frac{0,8}{\sqrt{\frac{2,363}{20(20-1)}}}$$

$$T = 11,24$$

In determining the t_{table} the researcher use the level of significance or standard signification (α) = 0,05 and the degree of freedom (df) = N-1. The result of $t_{test} = 11,24$ was analyzed by the testing criteria of t_{table} as follow:

Testing the T-table

Level of significance (α) = 0,05 or 5 %

Degree of freedom (df) = n - 1

$$= 20 - 1$$

$$= 19$$

$$= 3,04$$

The result of t_{table} was found in the tabulation of the test of signification namely 11,24. It means that the result of t_{test} (11,24) is greater than t_{table} (3,04). Because of $t_{test} > t_{table}$, It means that there was significant development on students' speaking skill in the area of accuracy after following the treatments.

- d. Analysis of t_{test} in the area of fluency of pre-test and post-test.

Table 4.11

The students' gain score in the area of fluency.

Respondent	Pre-test	Post-test	Gain (d)
<i>R1</i>	1	2	+1
<i>R2</i>	1	3	+2
<i>R3</i>	1	2	+1
<i>R4</i>	1	2	+1
<i>R5</i>	2	2	0
<i>R6</i>	1	2	+1
<i>R7</i>	2	4	+2
<i>R8</i>	1	2	+1
<i>R9</i>	2	3	+1
<i>R10</i>	2	2	0
<i>R11</i>	1	2	+1
<i>R12</i>	1	2	+1
<i>R13</i>	1	2	+1
<i>R14</i>	1	3	+2
<i>R15</i>	2	3	+1
<i>R16</i>	1	3	+2
<i>R17</i>	2	3	+1
<i>R18</i>	2	3	+1
<i>R19</i>	2	4	+2
<i>R20</i>	1	2	+1
Total			$\Sigma d = 23$

$$MD = \Sigma d / N$$

$$= 23/20$$

$$= 1,15$$

Looking for deviation standart for each subject (X_d) and squared deviation

(X^2_d) in accuracy aspect as follow:

$$Md = 1,15$$

Table 4.12

Analysis of (Xd) and (X²d) in the area of fluency

Respondent	Gain (d)	Xd (d-Md)	X ² d
R1	+1	0,13	0,0169
R2	+2	0,87	0,7569
R3	+1	0,13	0,0169
R4	+1	0,13	0,0169
R5	0	0	0
R6	+1	0,13	0,0169
R7	+2	0,87	0,7569
R8	+1	0,13	0,0169
R9	+1	0,13	0,0169
R10	0	0	0
R11	+1	0,13	0,0169
R12	+1	0,13	0,0169
R13	+1	0,13	0,0169
R14	+2	0,87	0,7569
R15	+1	0,13	0,0169
R16	+2	0,87	0,7569
R17	+1	0,13	0,0169
R18	+1	0,13	0,0169
R19	+2	0,87	0,7569
R20	+1	0,13	0,0169
N= 22	□ d= 23		□ X ² d = 4,24

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Mean of difference (Md) = 1,15

Squared deviation (X²d) = 4,24

Total respondents (N) = 20

$$t = \frac{1,15}{\sqrt{\frac{24,24}{20(20-1)}}}$$

T= 13, 42

In determining the t_{table} the researcher use the level of significance or standard signification (α)= 0,05 and the degree of freedom (df)= N-1. The result of $t_{test} = 13,42$ was analyzed by the testing criteria of t_{table} .

Testing the T -table

Level of significance (α) = 0,05 or 5 %

Degree of freedom (df) = n – 1

$$= 20 - 1$$

$$= 19$$

$$= 3,04$$

The result of t_{table} was found in the tabulation of the test of signification namely 13,42 . It means that the result of t_{test} (13,42) is greater than t_{table} (3,04). Because of $t_{test} > t_{table}$, It means that there was significant development on students' speaking skill in the area of accuracy after following the treatments.

e. Analysis of t_{test} in the area of comprehensibility of pre-test and post-test

Table 4.13

The students' gain score of pre-test and post-test.

Respondents	Pre-test	Post-test	Gain(d)
<i>R1</i>	3	7	+4
<i>R2</i>	4	8	+4
<i>R3</i>	3	7	+4
<i>R4</i>	3	6	+3
<i>R5</i>	5	7	+2
<i>R6</i>	4	6	+2
<i>R7</i>	6	12	+6
<i>R8</i>	3	7	+4
<i>R9</i>	5	8	+3
<i>R10</i>	5	6	+1
<i>R11</i>	3	6	+3
<i>R12</i>	3	7	+4

R13	3	5	+2
R14	4	7	+3
R15	5	8	+3
R16	3	8	+5
R17	7	10	+3
R18	5	8	+3
R19	5	10	+5
R20	4	7	+3
N= 22	$\sum X_1 = 94$ $\bar{X}_1 = 4,2$	$\sum X_2 = 164$ $\bar{X}_2 = 7,4$	$\sum d = 70$

Table above shows that the total number of sample (N) is 20. The sum of score in pre-test (X_1) is 94, the mean score in the Pre-test (\bar{X}_1) is 4,2, the sum of score in Post-test (X_2) is 164, the mean score in Post-test (\bar{X}_2) is 7,4 and the sum of gain score between Pre-test and Post-test ($\sum d$) is 70.

The calculation of the mean score in the Pre-test (\bar{X}_1) and Post-test (\bar{X}_2), the difference means between Post-test ,Pre-test (Md), deviation for each subject (X_d) and the result of the test of signification are presented as follows:

From the data analysis above we can see that the mean score of students' speaking skill in post-test ($\bar{X}_2 = 7,4$) is greater than the mean score of students' speaking skill pre-test ($\bar{X}_1 = 4,2$). It means that most of the students underwent significant development on their speaking skill after the treatments.

- f. Analysis of three aspects of assessment consists of accuracy, fluency, and comprehensibility from pre-test and post-test

Table 4.14

The students' gain score of pre-test and post-test.

Respondents	Pre-test	Post-test	Gain(d)
RI	3	7	+4

R2	4	8	+4
R3	3	7	+4
R4	3	6	+3
R5	5	7	+2
R6	4	6	+2
R7	6	12	+6
R8	3	7	+4
R9	5	8	+3
R10	5	6	+1
R11	3	6	+3
R12	3	7	+4
R13	3	5	+2
R14	4	7	+3
R15	5	8	+3
R16	3	8	+5
R17	7	10	+3
R18	5	8	+3
R19	5	10	+5
R20	4	7	+3
N= 20	$\sum X_1= 83$ $\bar{X}_1= 4,15$	$\sum X_2= 150$ $\bar{X}_2= 7,5$	$\sum d= 62$

Table above shows that the total number of sample (N) is 20. The sum of score in pre-test (X1) is 83, the mean score in the Pre-test (\bar{X}_1) is 4,15, the sum of score in Post-test (X2) is 150, the mean score in Post-test (\bar{X}_2) is 7,5 and the sum of gain score between Pre-test and Post-test ($\sum d$) is 62.

The calculation of the mean score in the Pre-test (\bar{X}_1) and Post-test (\bar{X}_2), the difference means between Post-test ,Pre-test (Md), deviation for each subject (Xd) and the result of the test of signification are presented as follows:

From the data analysis above we can see that the mean score of students' speaking skill in post-test ($\bar{X}_2 = 7,5$) is greater than the mean score of students' speaking skill pre-test ($\bar{X}_1 = 4,15$). It means that most of the students underwent significant development on their speaking skill after the treatments.

- The difference means between pre-test and post-test (Md), are calculated as follows:

$$MD = \frac{\sum d}{N}$$

$$= 62/20$$

$$= 3,1$$

Looking for deviation standart for each subject (X_d) and squared deviation (X^2d) in accuracy aspect as follow: $Md = 3,1$

Table 4.15

Analysis of (X_d) and (X^2d) in the area of accuracy, fluency, and comprehensibility

Respondents	Gain(d)	X_d (d-Md)	X^2d
<i>R1</i>	+4	0,82	0,6742
<i>R2</i>	+4	0,82	0,6742
<i>R3</i>	+4	0,82	0,6742
<i>R4</i>	+3	-0,18	0,0324
<i>R5</i>	+2	-1,18	1,3924
<i>R6</i>	+2	-1,18	1,3924
<i>R7</i>	+6	2,82	7,9524
<i>R8</i>	+4	0,82	0,6742
<i>R9</i>	+3	-0,18	0,0324
<i>R10</i>	+1	-2,18	4,7524
<i>R11</i>	+3	-0,18	0,0324
<i>R12</i>	+4	0,82	0,6742
<i>R13</i>	+2	-1,18	1,3924
<i>R14</i>	+3	-0,18	0,0324
<i>R15</i>	+3	-0,18	0,0324
<i>R16</i>	+5	1,82	3,3124
<i>R17</i>	+3	-0,18	0,0324
<i>R18</i>	+3	-0,18	0,0324
<i>R19</i>	+5	1,82	3,3124

R20	+3	-0,18	0,0324
	$\Sigma d = 62$		$\Sigma X^2 d = 34,42$

$$t = \frac{Md}{\sqrt{\frac{\Sigma X^2 d}{N(N-1)}}$$

Mean of difference (Md) = 3,1

Squared deviation (X^2d) = 34,42

Total respondents (N) = 20

$$t = \frac{3,1}{\sqrt{\frac{34,42}{20(20-1)}}$$

T = 12,42

In determining the t_{table} the researcher uses the level of significance or standard signification (α) = 0,05 and the degree of freedom (df) = N-1. The result of $t_{test} = 12,42$ was analyzed by the testing criteria of t_{table} .

Testing the T-table

Level of significance (α) = 0,05 or 5 %

$$\begin{aligned} \text{Degree of freedom (df)} &= n - 1 \\ &= 20 - 1 \\ &= 19 \\ &= 3,24 \end{aligned}$$

The result of t_{table} was found in the tabulation of the test of signification namely 12,42. It means that the result of t_{test} (12,41) is greater than t_{table} (3,24). Because of $t_{test} > t_{table}$, It means that there was significant development on students' speaking skill after following the treatments.

B. Discussion

In this research, there are three items analyzed by the researcher according to three aspects of speaking assessment namely; accuracy, fluency, and comprehensibility. The researcher has 20 students as the respondent and the researcher gave four treatments for students but before doing the treatments, the researcher gave a pre-test to know speaking skills from students and after doing treatments, the researcher gave a post-test to know students' speaking skills have improved or just the same before.

The data analysis shows that by using English conversation app in improving their speaking skill at Mts Batusitanduk. It can be seen on the table before giving treatment and after giving treatment, there was significance different between pre -test and post- test, it was found that the result of t_{test} (11,24) in the area of accuracy is greater than t_{table} (3,04). It means that there were significant developments on students' speaking skill in the area of accuracy of speaking assessments.

In the area of fluency of speaking assessments, it was found that the result of t_{test} (13,42) is greater than t_{table} (3,04). It means that there were significant developments on students' speaking skill in the area of fluency of speaking assessments.

In the area of comprehensibility of speaking assessments, it was found that the result of t_{test} (7,4) is greater than t_{table} (4,2). It means that there were significant developments on students' speaking skill in the area of comprehensibility of speaking assessments.

In the area aspects of speaking assessments which consists of accuracy, fluency and comprehensibility in pre-test and post-test, it was found that The result of t_{table} was found in the tabulation of the test of signification namely 12,42. It means that the result of t_{test} (12,41) is greater than t_{table} (3,24). Because of $t_{test} > t_{table}$, It means that there was significant development on students' speaking skill after following the treatments by using English conversation app in improving their speaking skill at Mts Batusitanduk,

There were also previous research results that found the use of technology in English teaching is effective in improving speaking, namely by Kristina Benyamin found that the Application usage from social media which often used by the students because many applications in social media that can be used by user to interact about all things in everywhere and every time. Jack C. Richards found that Technology is playing an increasing role in education world-wide and is having a growing impact on the design and delivery of English language programs.³⁰ Kristina Benyamin found that Speaking is one of the skills that must be possessed by students in learning English, because speaking is used as a tools to communicate with one another. In this 21st century, a lot of learning innovations are introduced as a tool to learn to speak, one of which is modern technology. In learning, many types of modern technology are introduced to assist students in learning to speak, such as language laboratories, video, satellite, internet, blogs, digital dictionaries and more.³¹

³⁰ Richards, *Communicative Language Teaching Paradigm*.

³¹ Benyamin, "Daily English Conversation Application As Teaching Media To Enhance Students ' Speaking Skills At Smp Negeri 35 Makassar."

The results of the previous research above are similar and support this research that the application is effective to improve speaking skills for students. Application is a new buzzword for improving instruction that has gained attention through major reports and multiple examples showing. It can improve student learning as well as increase student engagement. Besides, the Application is an instructional technique and a type of learning that application the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework into the classroom.

Besides, the unique of the Application are types of active learning allow for highly differentiated instruction, more time can be spent in class on higher-order thinking skill such as problem-finding, collaboration, and problem-solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of their teacher and peers. A teacher's interaction with students in a Application can be more personalized and less didactic, and students are actively involved in knowledge acquisition and construction as they participate in and evaluate their learning.³²

³² Bannet et al., *The Flipped Classroom Manifest*.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the finding and discussion in the previous chapter, it can be concluded that using an English conversation application can improve their speaking skills at the second grade of Mts Batusitanduk. In the area aspects of speaking assessments which consist of accuracy, fluency, and comprehensibility in pre-test and post-test, it was found that The result of t_{table} was found in the tabulation of the test of signification namely 12,42. It means that the result of t_{test} (12,41) is greater than t_{table} (3,24). Because of $t_{test} > t_{table}$, It means that there was a significant development in students' speaking skills after following the treatments by using the English conversation app in improving their speaking skills at the second grade of Mts Batusitanduk..

B. Suggestion

Based on conclusion above, the researcher give the suggestion who haveread this thesis that:

1. To teacher

Teachers may use the English conversation application as a supporting tool in improving students' speaking skills. Before applying it, the teacher should have an Android Smartphone and a good internet connection.

2. To students

Students may use the English conversation application as a supporting tool in improving their speaking skills. Before applying it, the students should have an Android Smartphone and a good internet connection.

3. To another researcher

The researcher may use the English conversation application as a supporting tool in improving students speaking skills. Before applying it, the researcher should have an Android Smartphone and a good internet connection.



BIBLIOGRAPHY

- Akmal, Saiful, Risdaneva Risdaneva, Habiburrahim Habiburrahim, and Maulina Sari. "The English Teachers' Challenges in TOEFL Preparation for Senior High School Students." *Journal on English as a Foreign Language* 10, no. 1 (2020): 25–45. <https://doi.org/10.23971/jefl.v10i1.1627>.
- Amir, Mohammad Faisal, and Septi Budi Sartika. *No Title Metodologi Penelitian Dasar Bidang Pendidikan*. Edited by Septi Budi Sartika and m. Tanzil Multazam. Cetakan Pe. UMSIDA Press, 2017.
- Bannet, B., D. Spencer, J. Bergmann, T. Cockrum, R. Musallam, A. Sams, and K. dan J. Overmyer Fisch. *The Flipped Classroom Manifest*. Thrith edi. New York: IAFOR Jurnal Of Education, 2015.
- Benyamin, Kristina. "Daily English Conversation Application As Teaching Media To Enhance Students ' Speaking Skills At Smp Negeri 35 Makassar," 2021.
- Brown, and Yule. *Speaking Practice*. Edited by Russell N. Cambell and William E. Ruthherford. Vol. 68. New York: Oxford University Press, 1984. <https://doi.org/10.2307/328018>.
- Burns, Anne, and HDS Joyce. *Teachers' Voices 5: A New Look at Reading Practices*. Edited by Anne Burns and Helen de Silva Joyce. National Centre for English Language Teaching and Research Macquarie University Sydney NSW 2109, 2000. http://www.ameprc.mq.edu.au/docs/research_reports/teachers_voices/Teachers_Voices_5.pdf.
- Chan, Mable. "English for Business Communication." *English for Business Communication*, 2019, 1–236. <https://doi.org/10.4324/9781351060035>.
- Dewi Sri Kuning. "Applications of Social Media to Learn Speaking." *Jurnal Elsa* 148, 2020, 33.
- . "Technology in Teaching Speaking Skill." *Journal of English Education, Literature and Linguistics* 2, no. 2 (n.d.): 29.
- Efrizal, Dedi. "Improving Students ' Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq , Sentot Ali Basa Islamic Boarding School of Bengkulu , Indonesia." *International Journal of Humanities and Social Science* 2, no. 20 (2012): 12.
- H. Douglas Brown. *Principles of Language Learning and Teaching. Encyclopedia of the Sciences of Learning*. New York: Practtis Hall, 1980. https://doi.org/10.1007/978-1-4419-1428-6_347.
- Hitti, Philip. K. *History Of The Arabs*. Edited by Jeremy Harmer And Roy

Kingsbury. London And New York, n.d.

Ismail, Hijril. "Improving Students ' Speaking Skill Through Conversation" 9, no. 1 (2014): 78–79.

M. Solahudin. *Kiat-Kiat Praktis Belajar Speaking*. Jakarta: Diva Press, 2008.

Mella Sarasyifa. "APPLYING FLIPPED CLASSROOM MODEL TO ENHANCE STUDENTS ' SPEAKING SKILL Mella Sarasyifa FACULTY OF EDUCATIONAL SCIENCES," 2018, 6.

Mohammad Reza Ahmadi. "The Use of Technology in English Language Learning." *International Journal of Research in English Education (IJREE)* 3, no. January (2018): 11.

National, Gross, and Happiness Pillars. *Teaching English As a Foreign Language*. Edited by John Eggleston and Profesor of Education. Second Edi. New York: Routledge, 1980.

Richards, Jack C. *Communicative Language Teaching Paradigm*. Cambridge University Press. Vol. 1. New York: Cambridge University Press, 2006. <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>.

Suharsimi, Harikunto. *Metode Penelitian*. Vol. 8, 1997. https://doi.org/10.18907/jjsre.8.1_151_4.

Ur, Penny. *A Course in Language Teaching. The Britisth Library*. Vol. 19. Cambridge University Press 1991, 1991. <https://doi.org/10.9790/0837-19664456>.

Verawati. "Improving Students Speaking Skill by Using CTL (Communicative Language Teaching) Approach at the Seventh Year Students of MTS Batusitanduk." *Thesis*, 2014, 38.

Wahyudi, Dedy. "Improving the Students ' Speaking Skill Through Semantic" 4, no. June (2012): 1–23.





KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH (MTs) BATUSITANDUK
Alamat : Batusitanduk Desa Bolong Kec. Walenrang Utara Kab. Luwu

SURAT KETERANGAN PENELITIAN
 Nomor : MTs.21.08.34/Ket/PP.05.02/024/2022

Yang bertanda tangan di bawah ini Kepala MTs.Batusitanduk menerangkan bahwa :

Nama	: Rahmayani
NIM	: 17.0202.0128
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo
Jurusan/Prodi	: Pendidikan Bahasa Inggris

Benar telah melakukan penelitian di Madrasah Tsanawiyah (MTs) Batusitanduk dalam rangka penyusunan Karya Ilmiah (Skripsi) dengan Judul **“Improving Students’ Speaking Skills Trough CLT (Comunicative Language Teaching) Approach by Using English Conversation Aplication at the Second Grade of MTs Batusitanduk”**. Yang berlangsung dari tanggal 22 April s/d 21 Mei 2022.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.



Batusitanduk, 22 Mei 2022
Kepala Madrasah

Drs. SYAMSU ALAM, M.Ag.,M.Pd.I.
NIP. 19690307200501 1 004

LEMBAR VALIDASI PAKAR
TENTANG KEVALIDATAN DAN KEPRAKTISAN BAHAN AJAR
BERUPA RPP

NO	ASPEK	KOMPONEN/INDIKATOR	SKOR			
			1	2	3	4
1	Isi (Content)	A. Meliputi satuan pendidikan, kelas, semester, program, masa pelajaran dan diskusi waktu			✓	
		B. Kompetensi isi sesuai dengan yang telah di tetapkan				✓
		C. Kompetensi dasar sesuai dengan standar kompetensi			✓	
		D. Indikator sesuai dengan kompetensi dasar				
		E. Tujuan pembelajaran sesuai dengan indikator pembelajaran			✓	
		F. Materi pembelajaran yang di gunakan relevan				✓
		G. Menggunakan pendekatan metode pembelajaran yang sesuai				✓
		H. Menggunakan alat dan bahan, media berupa sumber pelajaran yang sesuai				✓
		I. Kegiatan pembelajaran terdiri atas pendahuluan, kegiatan inti 5M (mengamati, menanya, mengumpulkan data, mengasosiasi dan				✓

		mengkomunikasikan) dan menutup				✓
		J. Kegiatan inti sesuai dengan penerapan pembelajaran kontekstual				✓
		K. Menggunakan penilaian yang sesuai yaitu aktivitas siswa, beserta ranah, sikap dan keterampilan				✓
		A. Identifikasi RPP jelas				✓
		B. Komponen RPP sesuai dengan K13				✓
		C. Setiap komponen di uraikan dengan jelas				✓
		D. Setiap komponen terurut dan terstruktur				✓
		E. Langkah-langkah pembelajaran di urutkan secara sistematis				✓
		F. Uraian kegiatan setiap pertemuan jelas				✓
		G. Format penulisan sesuai dengan kaidah				✓
2.	Struktur dan Navigasi (construct)					
		A. Bahasa yang di gunakan sesuai dengan EYD				✓
		B. Menggunakan bahasa sederhana dan mudah di mengerti				✓
		C. Rumusan kalimat tidak menimbulkan penafsiran ganda				✓
3.	Teks Bahasa					

		atau salah penafsiran				✓
4.	Sumber Belajar	A. Penentuan sumber belajar di dasarkan pada standar kompetensi, kompetensi dasar, materi ajar, kegiatan pembelajaran dan indikator pencapaian kompetensi				✓

Keterangan :

Skor 4 : Sangat sesuai

Skor 3 : Sesuai ✓

Skor 2 : Kurang sesuai

Skor 1 : Tidak sesuai

Saran :

Palopo,

Validator

HARTINA

St. Hartina S.Pd.,M.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Mts Batusitaduk
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/(2)
Pertemuan : Ke - 1
Alokasi Waktu : 2 x 40 menit

A. Tujuan pembelajaran

Mengetahui level speaking siswa dengan melakukan pre-test.

B. Langkah-langkah Pembelajaran

a) Kegiatan Pendahuluan

- Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
- Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
- Memotivasi peserta didik.
- Menjelaskan tujuan pembelajaran.
- Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b) Kegiatan Inti

- Pendidik memperkenalkan diri sebelum materi di mulai.
- Sebelum melakukan kegiatan kelas pendidik memberikan pertanyaan sesuai dengan pertanyaan yang ada di pre-test
- Pendidik mengarahkan peserta didik untuk mendownload aplikasi English conversation.
- Pendidik akan menjelaskan bagaimana menggunakan aplikasi English conversation.

- Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas mengenai aplikasi English conversation.
 - Peserta didik mulai membaca dan mendengarkan percakapan yang terdapat dalam aplikasi English conversation yang sudah di pilih oleh pendidik.
 - Pendidik akan membuat dua kelompok dalam kelas tersebut, kelompok A dan kelompok B.
 - Pendidik meminta kelompok A dan B untuk menerjemahkan percakapan tersebut dan menulis 5 kosa kata baru yang mereka dapat.
 - Pendidik akan mempersilahkan satu orang dari kelompok A terlebih dahulu untuk maju ke depan, kemudian kelompok A tersebut akan memanggil satu orang dari kelompok B secara random untuk mejadi lawan bicara dalam praktek speaking.
 - Pendidik meminta peserta didik untuk mengecek hasil terjemahan mereka apakah sesuai dengan yang ada di aplikasi atau tidak.
 - Kelompok yang mendekati benar akan dinyatakan sebagai pemenang, dan kelompok yang kalah akan mendapatkan hukuman dari kelompok yang menang.
 - Peserta didik diberikan tugas untuk membuat satu paragraph dari 5 kosa kata yang mereka kumpulkan sebelumnya
- c) Kegiatan penutup
- Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
 - Pendidik memberi penguatan terhadap hasil kerja peserta didik.
 - Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
 - Peserta didik mengucapkan salam perpisahan.

C. Alat dan media

Media : Aplikasi English Conversation.

Alat : Handphone, spidol, dan papan tulis.

D. Evaluasi

Keaktifan dan Tugas

E. Pedoman Penilaian

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	poor
< 50	Very poor

Mengetahui,

Guru mata pelajaran

NUR SYAMSI S.Pd.
NIP -

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Mts Batusitaduk
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/(2)
Pertemuan : Ke - 2
Alokasi Waktu : 2 x 40 menit

A. Tujuan pembelajaran

Mengetahui level speaking siswa dengan melakukan pre-test.

B. Langkah-langkah Pembelajaran

a) Kegiatan Pendahuluan

- Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
- Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
- Memotivasi peserta didik.
- Menjelaskan tujuan pembelajaran.
- Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b) Kegiatan Inti

- Peserta didik mulai membaca dan mendengarkan percakapan yang terdapat dalam aplikasi English conversation yang sudah di pilih oleh pendidik.
- Pendidik meminta kelompok A dan B untuk menerjemahkan percakapan tersebut dan menulis 5 kosa kata baru yang mereka dapat.
- Pendidik akan mempersilahkan satu orang dari kelompok B terlebih dahulu untuk maju ke depan, kemudian kelompok B tersebut akan

memanggil satu orang dari kelompok A secara random untuk mejadi lawan bicara dalam praktek speaking.

- Pendidik meminta peserta didik untuk mengecek hasil terjemahan mereka apakah sesuai dengan yang ada di aplikasi atau tidak.
- Kelompok yang mendekati benar akan dinyatakan sebagai pemenang, dan kelompok yang kalah akan mendapatkan hukuman dari kelompok yang menang.
- Peserta didik diberikan tugas untuk membuat satu paragraph dari 5 kosa kata yang mereka kumpulkan sebelumnya

c) Kegiatan penutup

- Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Pendidik memberi penguatan terhadap hasil kerja peserta didik.
- Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
- Peserta didik mengucapkan salam perpisahan.

C. Alat dan media

Media : Aplikasi English Conversation.

Alat : Handphone, spidol, dan papan tulis.

D. Evaluasi

Keaktifan dan Tugas

E. Pedoman Penilaian

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	poor
< 50	Very poor

Mengetahui,

Guru mata pelajaran

NUR SYAMSI S.Pd.

NIP -

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Mts Batusitaduk

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/(2)

Pertemuan : Ke - 3

Alokasi Waktu : 2 x 40 menit

A. Tujuan pembelajaran

Mengetahui level speaking siswa dengan melakukan pre-test.

B. Langkah-langkah Pembelajaran

a) Kegiatan Pendahuluan

- Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
- Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
- Memotivasi peserta didik.
- Menjelaskan tujuan pembelajaran.

- Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b) Kegiatan Inti

- Peserta didik mulai membaca dan mendengarkan percakapan yang terdapat dalam aplikasi English conversation yang sudah di pilih oleh pendidik.
- Pendidik meminta kelompok A dan B untuk menerjemahkan percakapan tersebut dan menulis 5 kosa kata baru yang mereka dapat.
- Pendidik akan mempersilahkan satu orang dari kelompok A terlebih dahulu untuk maju ke depan, kemudian kelompok A tersebut akan memanggil satu orang dari kelompok B secara random untuk mejadi lawan bicara dalam praktek speaking.
- Pendidik meminta peserta didik untuk mengecek hasil terjemahan mereka apakah sesuai dengan yang ada di aplikasi atau tidak.
- Kelompok yang mendekati benar akan dinyatakan sebagai pemenang, dan kelompok yang kalah akan mendapatkan hukuman dari kelompok yang menang.
- Peserta didik diberikan tugas untuk membuat satu paragraph dari 5 kosa kata yang mereka kumpulkan sebelumnya

c) Kegiatan penutup

- Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Pendidik memberi penguatan terhadap hasil kerja peserta didik.
- Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
- Peserta didik mengucapkan salam perpisahan.

C. Alat dan media

Media : Aplikasi English Conversation.

Alat : Handphone, spidol, dan papan tulis.

D. Evaluasi

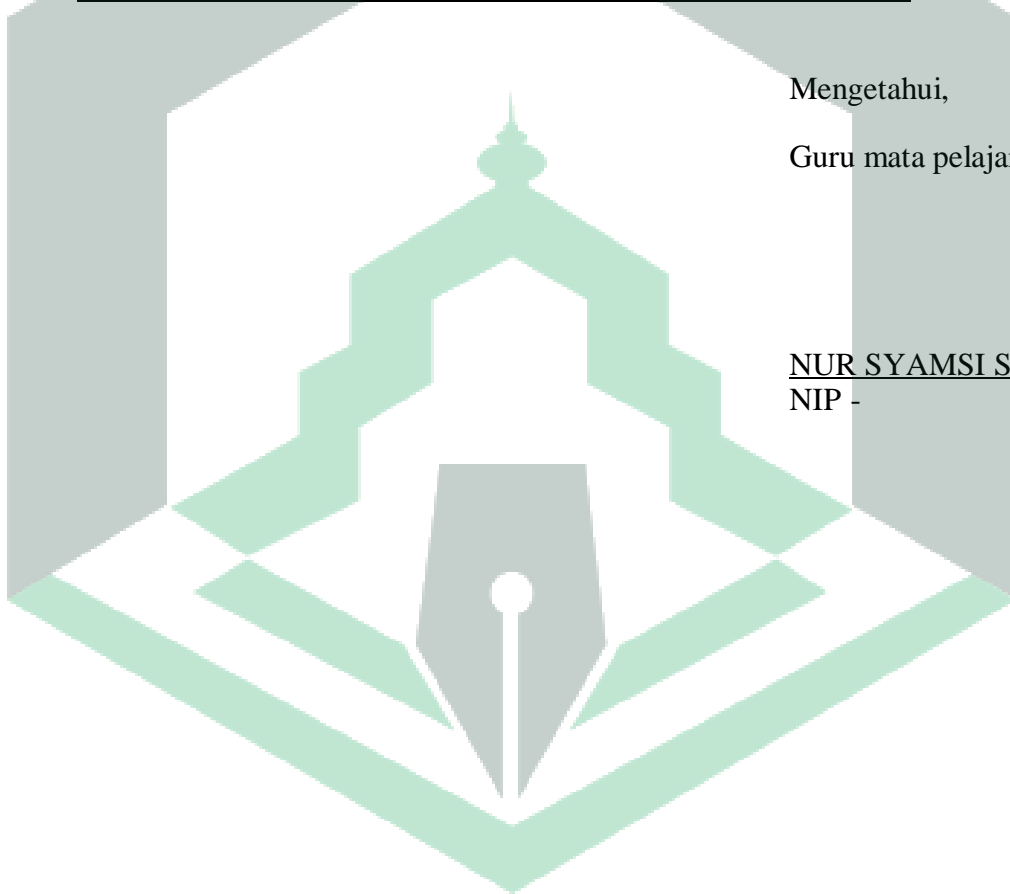
Keaktifan dan Tugas

E. Pedoman Penilaian

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	poor
< 50	Very poor

Mengetahui,
Guru mata pelajaran

NUR SYAMSI S.Pd.
NIP -



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Mts Batusitaduk
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/(2)
Pertemuan : Ke - 4
Alokasi Waktu : 2 x 40 menit

A. Tujuan pembelajaran

Mengetahui level speaking siswa dengan melakukan pre-test.

B. Langkah-langkah Pembelajaran

a) Kegiatan Pendahuluan

- Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
- Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
- Memotivasi peserta didik.
- Menjelaskan tujuan pembelajaran.
- Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b) Kegiatan Inti

- Peserta didik mulai membaca dan mendengarkan percakapan yang terdapat dalam aplikasi English conversation yang sudah di pilih oleh pendidik.
- Pendidik meminta kelompok A dan B untuk menerjemahkan percakapan tersebut dan menulis 5 kosa kata baru yang mereka dapat.
- Pendidik akan mempersilahkan satu orang dari kelompok B terlebih dahulu untuk maju ke depan, kemudian kelompok B tersebut akan

memanggil satu orang dari kelompok A secara random untuk mejadi lawan bicara dalam praktek speaking.

- Pendidik meminta peserta didik untuk mengecek hasil terjemahan mereka apakah sesuai dengan yang ada di aplikasi atau tidak.
- Kelompok yang mendekati benar akan dinyatakan sebagai pemenang, dan kelompok yang kalah akan mendapatkan hukuman dari kelompok yang menang.
- Peserta didik diberikan tugas untuk membuat satu paragraph dari 5 kosa kata yang mereka kumpulkan sebelumnya

c) Kegiatan penutup

- Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Pendidik memberi penguatan terhadap hasil kerja peserta didik.
- Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
- Peserta didik mengucapkan salam perpisahan.

C. Alat dan media

Media : Aplikasi English Conversation.

Alat : Handphone, spidol, dan papan tulis.

D. Evaluasi

Keaktifan dan Tugas

E. Pedoman Penilaian

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	poor
< 50	Very poor

Mengetahui,

Guru mata pelajaran

NUR SYAMSI S.Pd.
NIP -

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Mts Batusitaduk
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/(2)
Pertemuan : Ke - 5
Alokasi Waktu : 2 x 40 menit

A. Tujuan pembelajaran

Mengetahui level speaking siswa dengan melakukan pre-test.

B. Langkah-langkah Pembelajaran

a) Kegiatan Pendahuluan

- Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
- Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
- Memotivasi peserta didik.
- Menjelaskan tujuan pembelajaran.
- Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b) Kegiatan Inti

- Peserta didik mulai membaca dan mendengarkan percakapan yang terdapat dalam aplikasi English conversation yang sudah di pilih oleh pendidik.
- Pendidik meminta kelompok A dan B untuk menerjemahkan percakapan tersebut dan menulis 5 kosa kata baru yang mereka dapat.
- Pendidik akan mempersilahkan satu orang dari kelompok A terlebih dahulu untuk maju ke depan, kemudian kelompok A tersebut akan memanggil satu orang dari kelompok B secara random untuk mejadi lawan bicara dalam praktek speaking.
- Pendidik meminta peserta didik untuk mengecek hasil terjemahan mereka apakah sesuai dengan yang ada di aplikasi atau tidak.
- Kelompok yang mendekati benar akan dinyatakan sebagai pemenang, dan kelompok yang kalah akan mendapatkan hukuman dari kelompok yang menang.
- Peserta didik diberikan tugas untuk membuat satu paragraph dari 5 kosa kata yang mereka kumpulkan sebelumnya

c) Kegiatan penutup

- Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Pendidik memberi penguatan terhadap hasil kerja peserta didik.
- Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
- Peserta didik mengucapkan salam perpisahan.

C. Alat dan media

Media : Aplikasi English Conversation.

Alat : Handphone, spidol, dan papan tulis.

D. Evaluasi

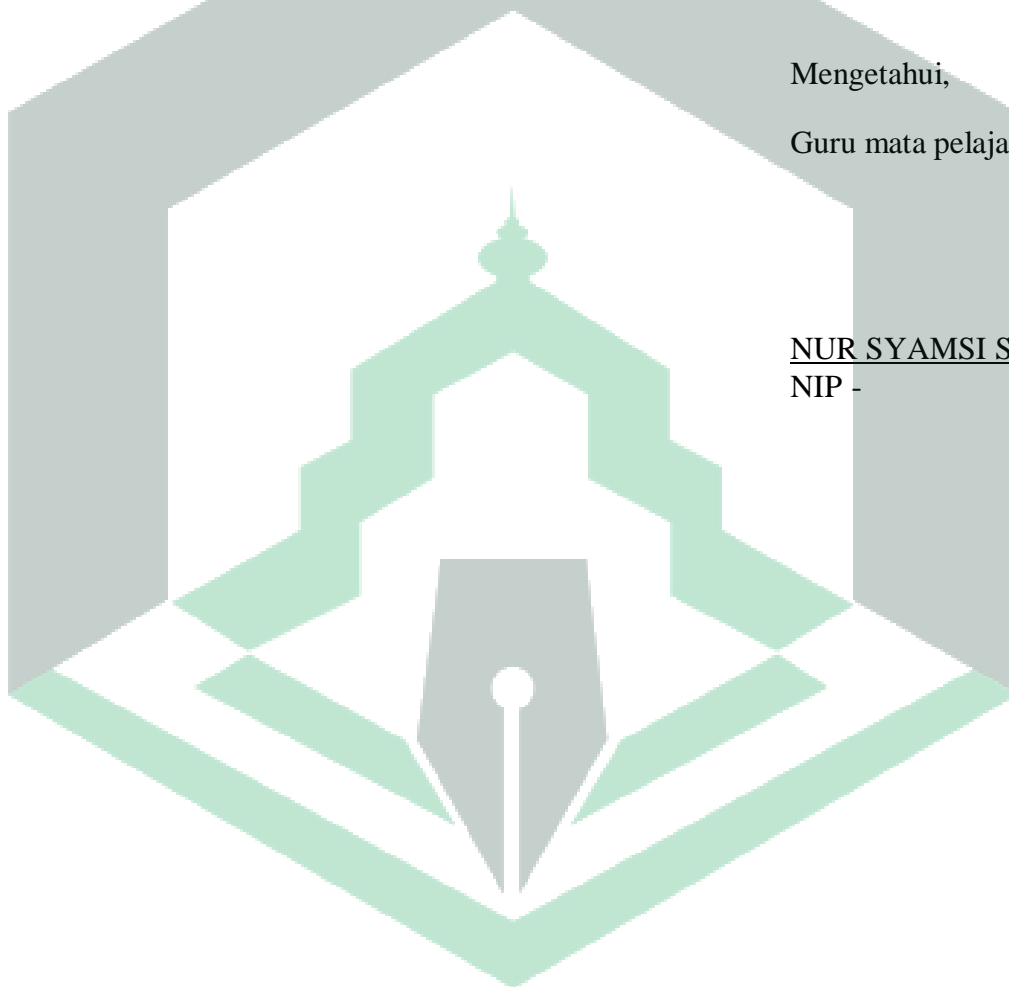
Keaktifan dan Tugas

E. Pedoman Penilaian

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	poor
< 50	Very poor

Mengetahui,
Guru mata pelajaran

NUR SYAMSI S.Pd.
NIP -



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Mts Batusitaduk
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/(2)
Pertemuan : Ke - 6
Alokasi Waktu : 2 x 40 menit

A. Tujuan pembelajaran

Mengetahui level speaking siswa dengan melakukan pre-test.

B. Langkah-langkah Pembelajaran

a) Kegiatan Pendahuluan

- Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
- Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
- Memotivasi peserta didik.
- Menjelaskan tujuan pembelajaran.
- Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b) Kegiatan Inti

- Pendidik menjelaskan kembali tentang hal-hal yang sudah diberikan selama beberapa pertemuan.
- Peserta didik diberikan waktu untuk menanyakan kembali hal yang kurang dipahami selama beberapa pertemuan.
- Peserta didik akan diberikan beberapa pertanyaan terkait dengan pertanyaan post test

c) Kegiatan penutup

- Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Pendidik memberi penguatan terhadap hasil kerja peserta didik.
- Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
- Peserta didik mengucapkan salam perpisahan.

C. Alat dan media

Media : Aplikasi English Conversation.

Alat : Handphone, spidol, dan papan tulis.

D. Evaluasi

Keaktifan dan Tugas

E. Pedoman Penilaian

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	poor
< 50	Very poor

Mengetahui,

Guru mata pelajaran

NUR SYAMSI S.Pd.

NIP -

**TEST FOR THE PRE TEST
AND POST TEST**

A. PRE TEST

1) Self introduction

- What is your name....
- Where do you live....
- When were you born....
- What is your hobby....
- What is your favorite colour....
- What is your favorite food....
- What do you want to be in the future....

2) Do you like learning English?

3) When learning English, what method do you like?

4) Do you like to use a media when you learning English! Why?

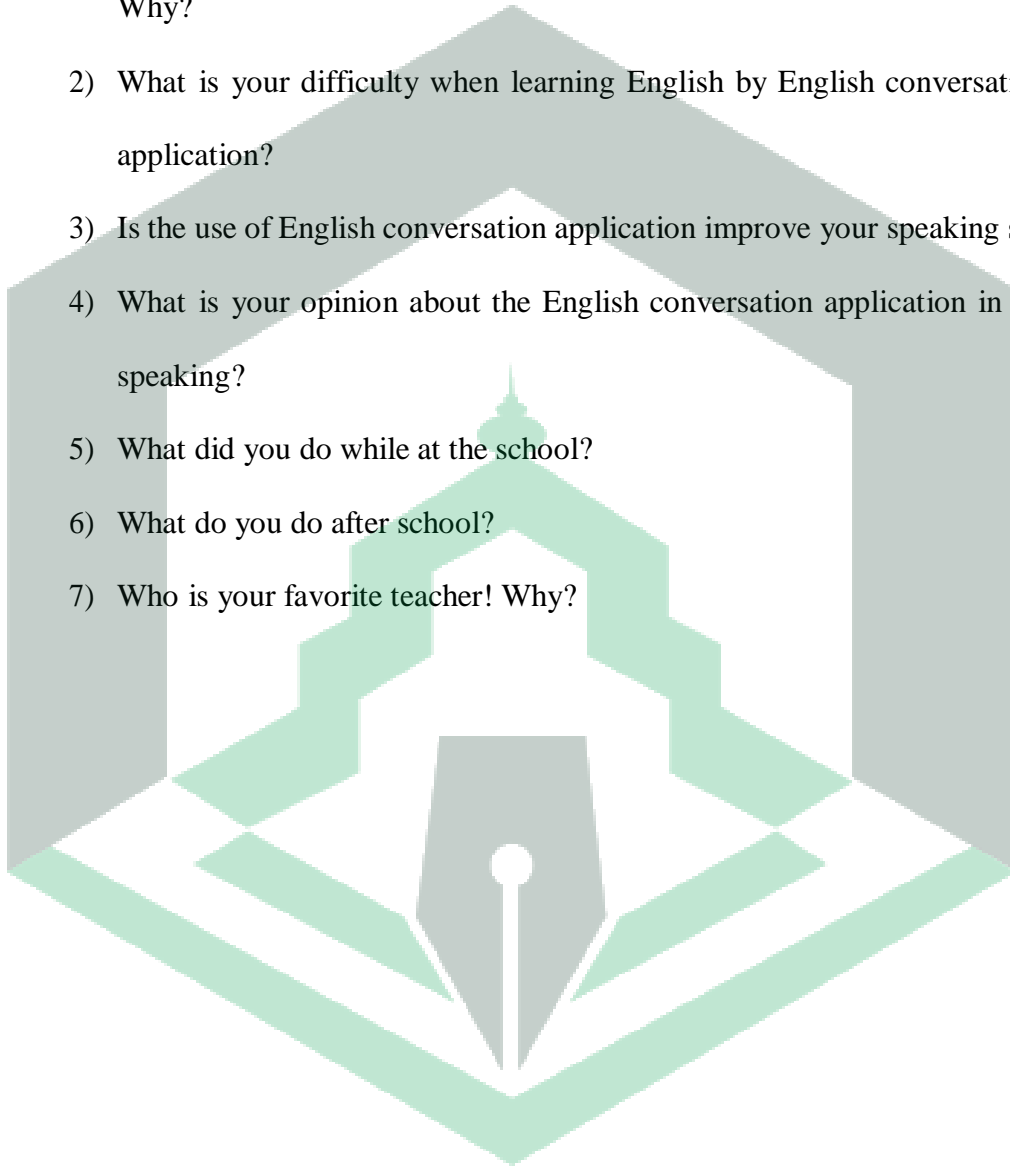
5) What difficulties do you encounter when speaking English?

6) What do you usually do in the morning before going to school?

7) What do you usually do to spend your weekend?

B. POST TEST

- 1) Do you like learning English by using English conversation application!
Why?
- 2) What is your difficulty when learning English by English conversation application?
- 3) Is the use of English conversation application improve your speaking skill?
- 4) What is your opinion about the English conversation application in learning speaking?
- 5) What did you do while at the school?
- 6) What do you do after school?
- 7) Who is your favorite teacher! Why?



HASIL PRE-TEST

(RESULT)

NAME : M. Haikal Maulana

CLASS : VIII A

SCHOOL : Mts Batusitanduk

NO	Questions	Fluency						Accuracy						Comprehensibility					
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Self introduction!		√					√						√					
2	Do you like learning English?		√					√						√					
3	When learning English, what method do you like?		√					√						√					
4	Do you like to use a media when you learning English! Why?		√					√						√					
5	What difficulties do you encounter when speaking English?		√					√						√					
6	What do you usually do in the morning before going to school?		√					√						√					
7	What do you usually do to spend your weekend?		√					√						√					

Scripts :

- *My name is Haikal / I live in Bone-bone Selatan / Indome goreng / purple / football.*
- *Yes*
- *Police*
- *speaking practice*
- *no, hard*
- *take a bath, breakfast*
- *lay down while play phone.*

HASIL PRE-TEST

(RESULT)

NAME : Ulfa Yanti
CLASS : VIII A
SCHOOL : Mts Batusitanduk

NO	Questions	Fluency						Accuracy						Comprehensibility					
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Self introduction!		√					√						√					
2	Do you like learning English?	√						√						√					
3	When learning English, what method do you like?	√						√						√					
4	Do you like to use a media when you learning English! Why?	√						√						√					
5	What difficulties do you encounter when speaking English?	√						√						√					
6	What do you usually do in the morning before going to school?	√						√						√					
7	What do you usually do to spend your weekend?	√						√						√					

Scripts :

- *My name is Ulfa Yanti / Bosso / 07 / reading / pink / Berger /*
- *Polwan*
- *Yes*
- *Write and reading*
- *Yes,*
- *Clean the house*
- *Clean the house*

HASIL PRE-TEST

(RESULT)

NAME : Akbar
CLASS : VIII B
SCHOOL : Mts Batusitanduk

NO	Questions	Fluency						Accuracy						Comprehensibility					
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Self introduction!																		
2	Do you like learning English?																		
3	When learning English, what method do you like?																		
4	Do you like to use a media when you learning English! Why?																		
5	What difficulties do you encounter when speaking English?																		
6	What do you usually do in the morning before going to school?																		
7	What do you usually do to spend your weekend?																		

Scripts :

- My name is Akbar / Bosso / I was born in bosso, 10 October / my hobby is swimming / my favorite is noodles
- Teacher
- Yes
- Practice
- No, I like writing
- Vocabulary
- Take a bath and breakfast
- Clean the house

HASIL PRE-TEST

(RESULT)

NAME : Muh. Iksan Prayuda

CLASS : VIII A

SCHOOL : Mts Batusitanduk

NO	Questions	Fluency						Accuracy						Comprehensibility					
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Self introduction!		√					√						√					
2	Do you like learning English?	√						√						√					
3	When learning English, what method do you like?	√						√						√					
4	Do you like to use a media when you learning English! Why?	√						√						√					
5	What difficulties do you encounter when speaking English?	√						√						√					
6	What do you usually do in the morning before going to school?	√						√						√					
7	What do you usually do to spend your weekend?	√						√						√					

Scripts :

- *My name is Muh Iksan Prayuda / Karetan / Palopo, 19 tahun 2009 / red / meatballs /Doctor*
- *Yes*
- *Games*
- *Yes, I can easy to study*
- *The translation, and hard to read*
- *Breakfast and take a bath*
- *Play games, play football*

HASIL POST-TEST

(RESULT)

NAME : M. Haikal Maulana

CLASS : VIII A

SCHOOL : Mts Batusitanduk

NO	Questions	Fluency						Accuracy						Comprehensibility					
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Do you like learning English by using English conversation application! Why?				√					√						√			
2	What is your difficulty when learning English by English conversation application?				√					√						√			
3	Is the use of English conversation application improve your speaking skill?			√						√						√			
4	What is your opinion about the English conversation application in learning speaking?			√						√						√			
5	What did you do while at the school?			√						√						√			
6	What do you do after school?				√					√						√			
7	Who is your favorite teacher! Why?				√					√						√			

Scripts :

- Yes I like it because it is Very fun.
- I think I don't have any problem
- Yes it's very help me to improve my English
- Very very good
- Study, play with friends, study again and go home.
- Lay down, watching TV and eat
- My favorite teacher is teacher Rahma, because she is teach English

HASIL POST-TEST

(RESULT)

NAME : Ulfa Yanti
CLASS : VIII A
SCHOOL : Mts Batusitanduk

NO	Questions	Fluency						Accuracy						Comprehensibility							
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6		
1	Do you like learning English by using English conversation application! Why?					√				√								√			
2	What is your difficulty when learning English by English conversation application?					√				√								√			
3	Is the use of English conversation application improve your speaking skill?				√					√								√			
4	What is your opinion about the English conversation application in learning speaking?					√				√								√			
5	What did you do while at the school?					√				√								√			
6	What do you do after school?									√								√			
7	Who is your favorite teacher! Why?									√								√			

Scripts :

- Yes, it's make me easy to learning English.
- because i use my friend's phone.
- Yes, because my english Will be Better
- It's very fun
- study, reading book, write and go back.
- Lay down, watching TV and eat
- All teacher, because very kind.

HASIL POST-TEST

(RESULT)

NAME : Akbar
CLASS : VII A
SCHOOL : Mts Batusitanduk

NO	Questions	Fluency						Accuracy						Comprehensibility							
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6		
1	Do you like learning English by using English conversation application! Why?					√							√					√			
2	What is your difficulty when learning English by English conversation application?					√							√					√			
3	Is the use of English conversation application improve your speaking skill?					√							√					√			
4	What is your opinion about the English conversation application in learning speaking?					√							√					√			
5	What did you do while at the school?					√							√					√			
6	What do you do after school?					√							√					√			
7	Who is your favorite teacher! Why?					√							√					√			

Scripts :

- Yes, Because many conversation on this Application.
- Nothing problem any more.
- Yes it really helps me in learning English.
- Nice application
- Study, play with friends, study again and go home
- Take a rest, Do home work and eat.
- Teacher Rahma because kind

HASIL POST-TEST

(RESULT)

NAME : Muh. Iksan Prayuda

CLASS : VIII A

SCHOOL : Mts Batusitanduk

NO	Questions	Fluency						Accuracy						Comprehensibility					
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	Do you like learning English by using English conversation application! Why?				√						√					√			
2	What is your difficulty when learning English by English conversation application?				√						√					√			
3	Is the use of English conversation application improve your speaking skill?				√						√					√			
4	What is your opinion about the English conversation application in learning speaking?				√						√					√			
5	What did you do while at the school?				√						√					√			
6	What do you do after school?				√						√					√			
7	Who is your favorite teacher! Why?				√						√					√			

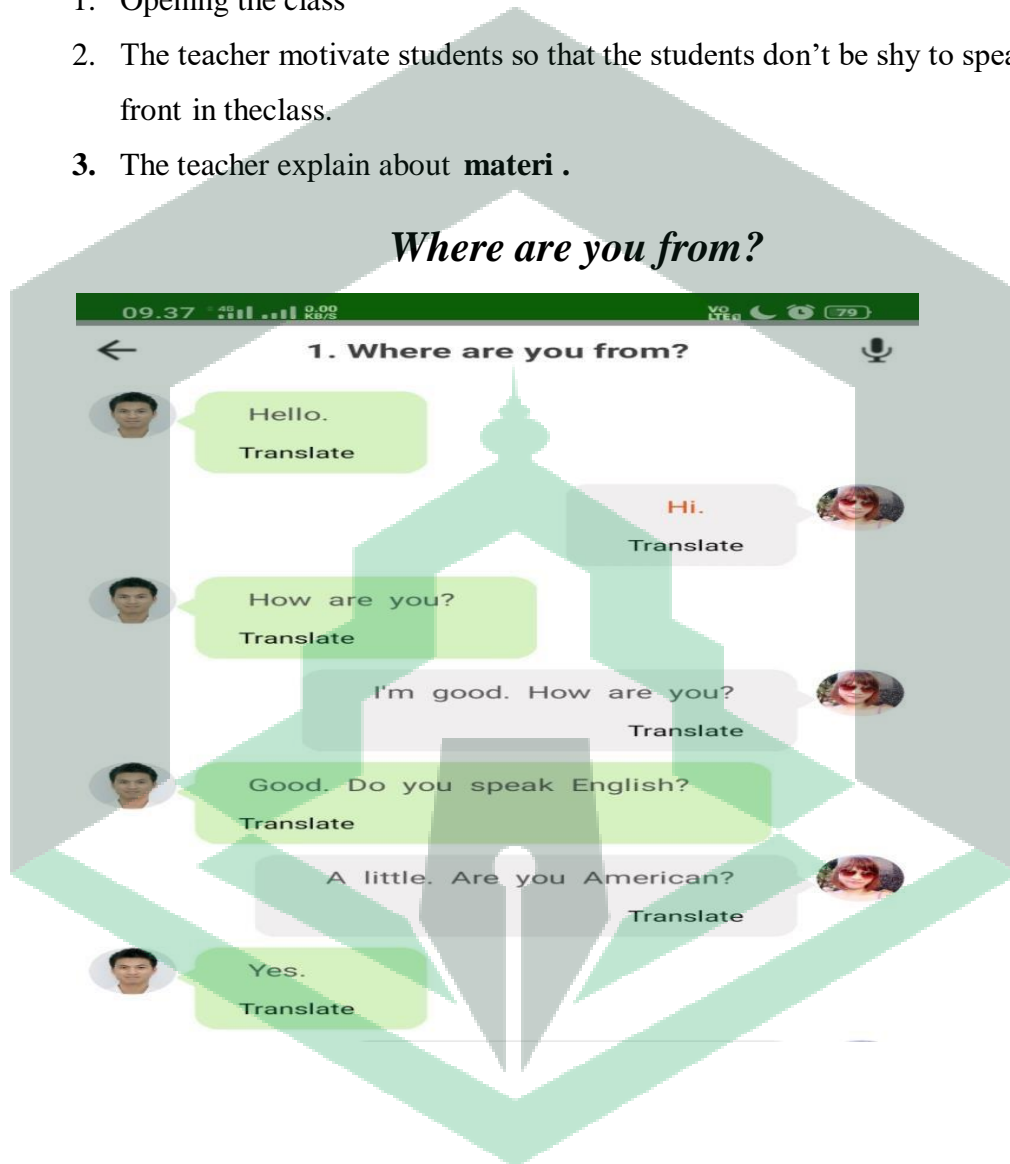
Scripts :

- Yes, because this Application it's very good.
- Because i don't have internet data.
- Yes, I have many vocabulary now
- Good Application.
- Study, reading book, write and go back.
- Take a rest, eat, and watching tv.
- All teacher, good

TREATMENTS AND LEARNING MATERIALS

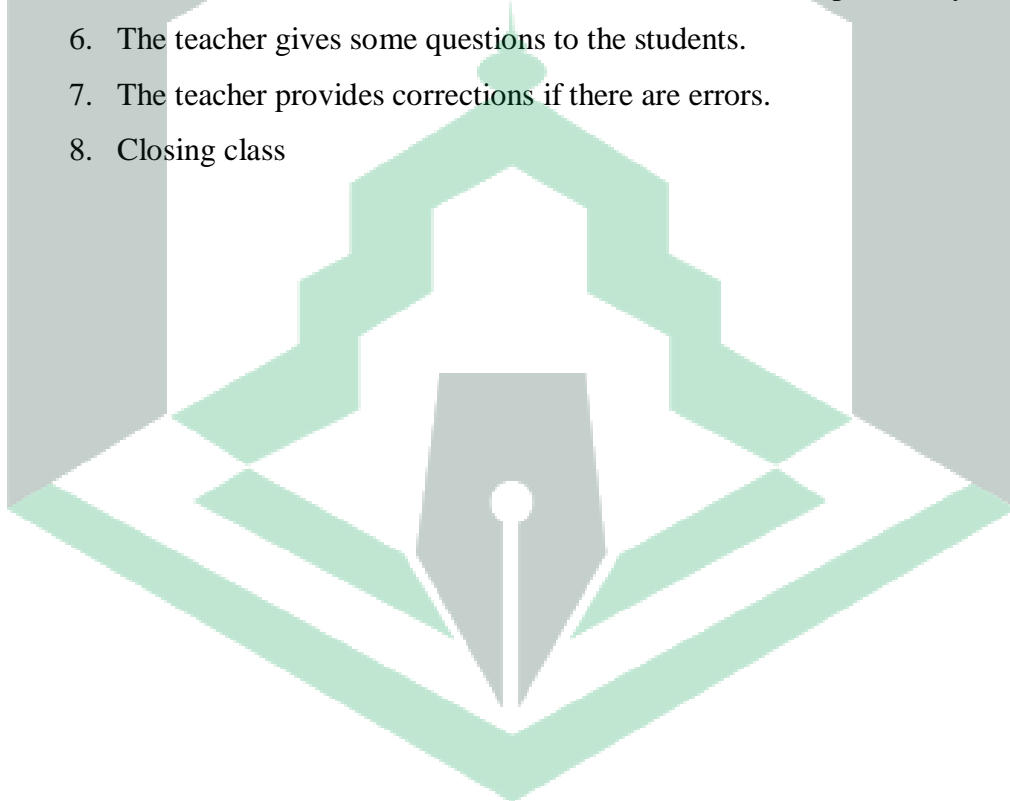
Treatments 1

1. Opening the class
2. The teacher motivate students so that the students don't be shy to speak in front in theclass.
3. The teacher explain about **materi** .





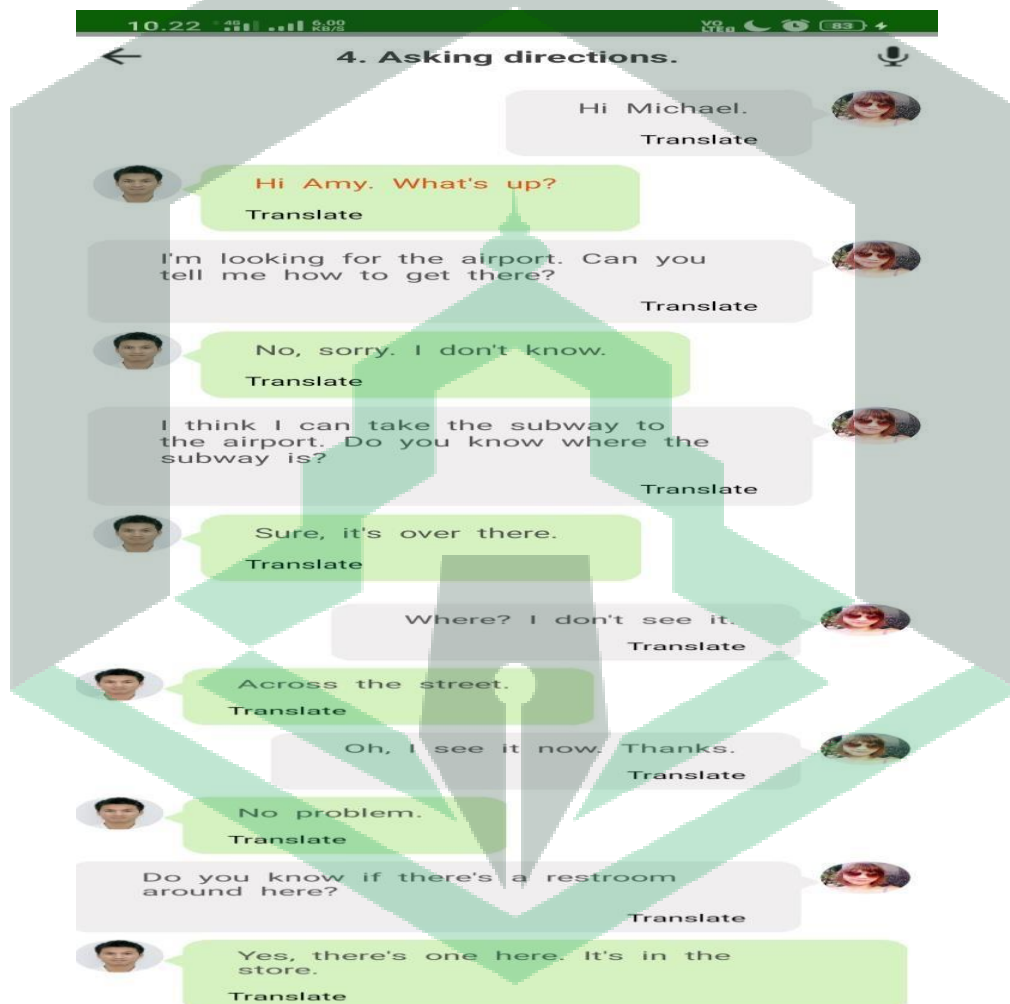
4. Students conduct dialogues and discussions about the topic with their groups.
5. The teacher asks students to do the task that has been explained by the teacher
6. The teacher gives some questions to the students.
7. The teacher provides corrections if there are errors.
8. Closing class

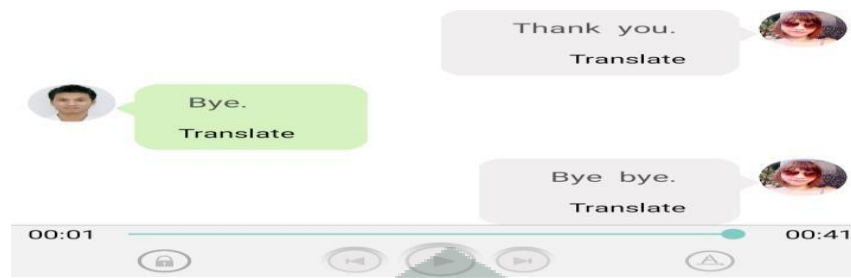


Treatments 2

1. Opening the class
2. The teacher motivate students so that the students don't be shy to speak in front in theclass.
3. The teacher explain about **materi** .

Asking Direction



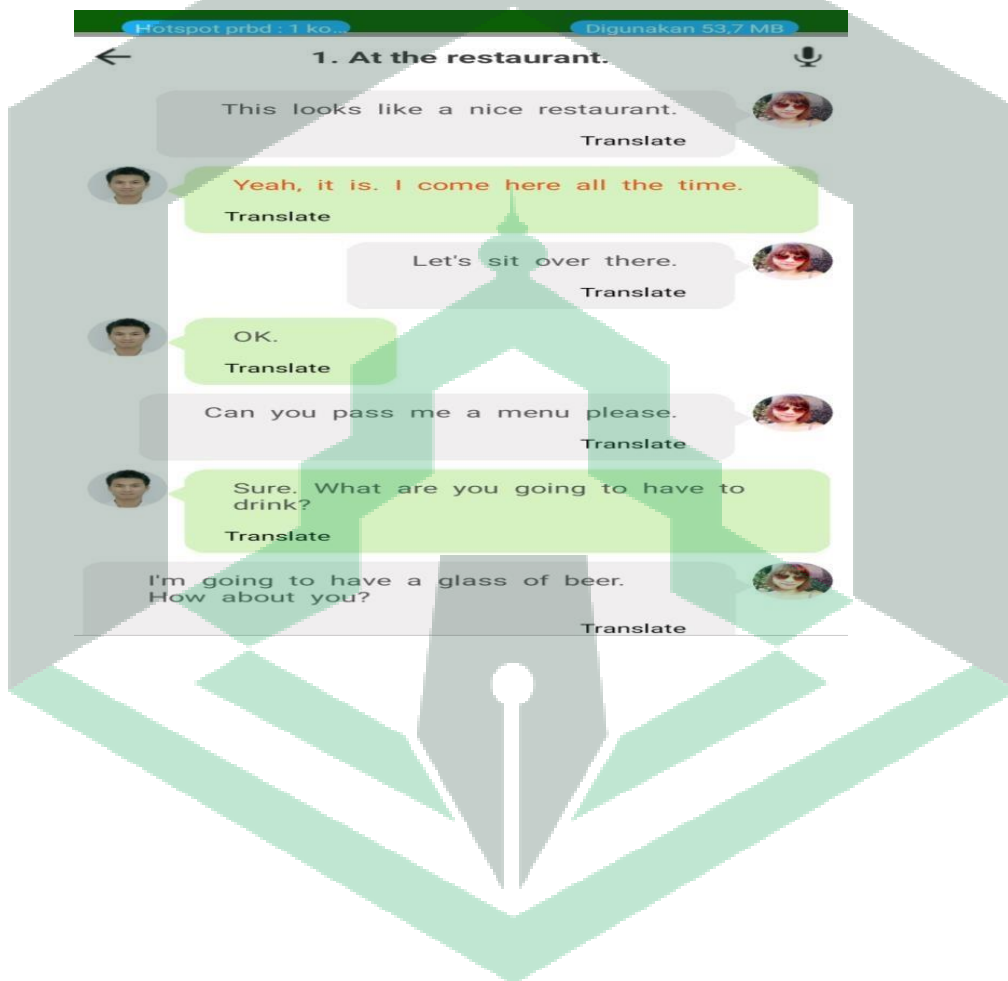


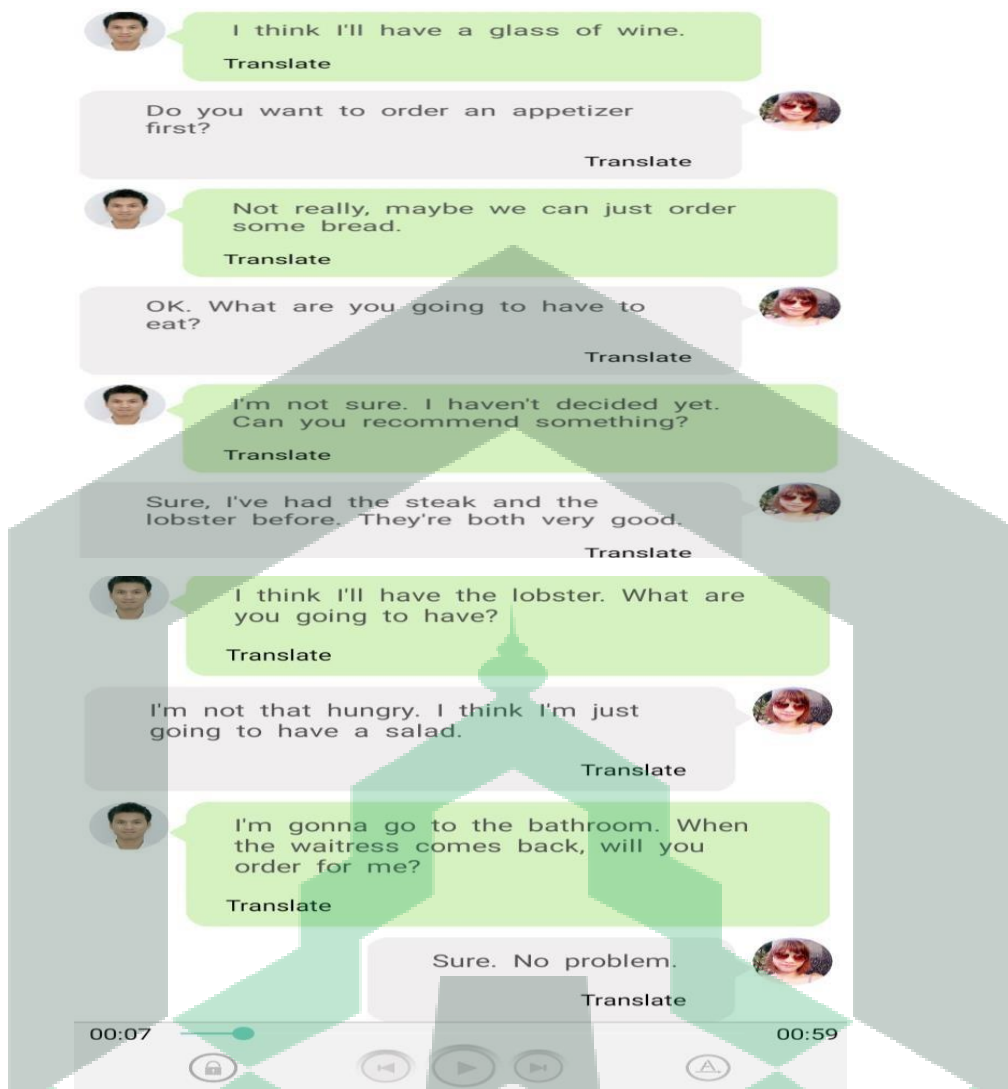
4. Students conduct dialogues and discussions about the topic with their groups.
5. The teacher asks students to do the task that has been explained by the teacher
6. The teacher gives some questions to the students.
7. The teacher provides corrections if there are errors.
8. Closing class

Treatments 3

1. Opening the class
2. The teacher motivate students so that the students don't be shy to speak in front in theclass.
3. The teacher explain about **materi** .

At The Restaurant





4. Students conduct dialogues and discussions about the topic with their groups.
5. The teacher asks students to do the task that has been explained by the teacher
6. The teacher gives some questions to the students.
7. The teacher provides corrections if there are errors.
8. Closing class

Treatments 4

1. Opening the class
2. The teacher motivate students so that the students don't be shy to speak in front in theclass.
3. The teacher explain about **materi** .

Talking About Weather

10.55 13. Talking about the weather.

Hello?
Translate

Hi Tina, It's Joe.
Translate

Hi Joe.
Translate

How's the weather there today?
Translate

It's really cold. It snowed all day and the schools closed early.
Translate

What's the temperature?
Translate

It's 30 degrees now. It was even colder this morning.
Translate

Have you heard what the weather is going to be like tomorrow?
Translate

I was watching the news a little earlier. They said it's probably going to snow tomorrow.
Translate

I really don't like the winter. I wish it were summer.
Translate

Me too. How's the weather where you are?
Translate

It's not too bad, but it's pretty cold here too. It was about 45 today and it rained this afternoon. I heard it's going to be a little warmer tomorrow.
Translate

00:01 00:49

4. Students conduct dialogues and discussions about the topic with their groups.

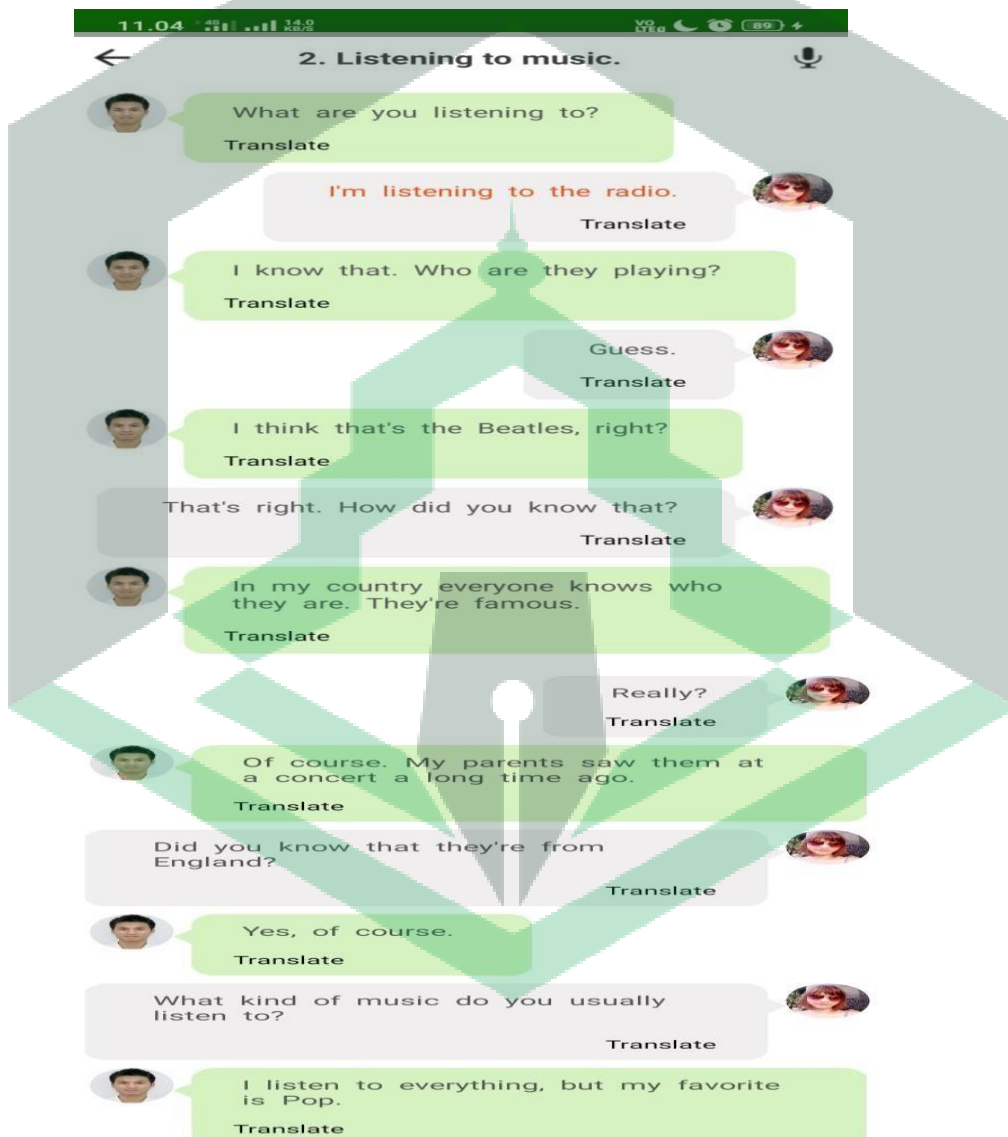
5. The teacher asks students to do the task that has been explained by the teacher
6. The teacher gives some questions to the students.
7. The teacher provides corrections if there are errors.
8. Closing class

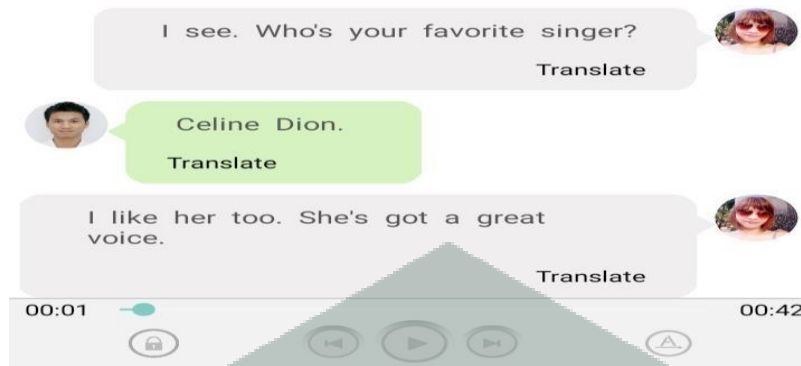


Treatments 5

1. Opening the class
2. The teacher motivate students so that the students don't be shy to speak in front in theclass.
3. The teacher explain about **materi** .

Listening To Music





4. Students conduct dialogues and discussions about the topic with their groups.
5. The teacher asks students to do the task that has been explained by the teacher.
6. The teacher gives some questions to the students.
7. The teacher provides corrections if there are errors.
8. Closing class