

**THE EFFICACY OF USING ALETA MALEBBIE APPLICATION IN  
TEACHING SPEAKING AT IAIN PALOPO**

A Thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty  
of State Islamic Institute of Palopo for Undergraduate Degree in English Education*



**By:**

**AFNAN DANIN TRIHAULI**

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

**2021**

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STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

## STATEMENT OF ORIGINALITY

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Palopo, July 19th, 2021

Regards,



**Afnan Danin Trihauli**

17 0202 0087

## THESIS APPROVAL

This thesis entitles "*The Efficacy of Using Aleta Application in Teaching Speaking at IAIN Palopo*", which is written by **Afnan Danin Trihaulti**, Reg. Num. 17.0202.0087, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on Monday, October 7<sup>th</sup> 2021, coincided with Rabi Al-Awwal 2<sup>nd</sup> 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

Palopo, October 7<sup>th</sup> 2021

### COMMITTEE OF EXAMINATION

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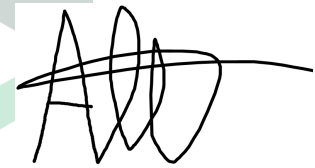
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**The Researcher**



**Afnan Danin Trihuali**

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## ABSTRACT

**Afnan Danin Trihuali, 2021. "The Efficacy of Using Aleta Malebbi'e Application in Teaching Speaking". A thesis of The English Departement Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by: Masruddin, Wahibah.**

This research attempted to determine the effectiveness of using aleta application in teaching speaking used by the students of IAIN Palopo. The researcher found that the use of aleta application effective in teaching speaking. This research applied the Experimental Research. It consists of Pre-Experimental as a research method. The researcher collected the data by giving the pre-test and post-test which are formulated in the speaking test contained an oral test in which speaking about Aleta Malebbi'e material. The data collected through pre-test and post-test were firstly tabulated and analyzed in percentage. The sample was taken by the fifth semester of IAIN Palopo. The number consist of 15 students. The test was calculated by using SPSS 22. The result can seen from data that have been analyzed by using T-test in the level of significance ( $\alpha$ ) 5% (0.05) with a degree of freedom (df) = 14, obtained  $t_t = 2,145$  and  $t_0 = 16,746$ . From this, the researcher gave an interpretation that  $t_0$  ( $t_{count}$ ) was higher than  $t_t$  ( $t_{table}$ ),  $16,746 > 2,145$ . It means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted that the reversing classes technique iis effective to use in teaching speaking.

**Keyword:** Speaking, Aleta Malebbi'e Application.

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Currently, English is an important language in our life. Accordingly, the Indonesian government has defined English as one of the subject curriculums in an Indonesian University. It becomes a basic course for every major in Indonesian University included in IAIN Palopo. It is hoped that Indonesian students can master English through their education; therefore, their alumni can use English in their future careers.

In learning English, four skills are needed to be mastered by students. They are listening, speaking, reading, and writing. One of them is talking, and speaking is a productive skill.<sup>1</sup> Speaking is the skill that the students will be judged upon most in a real-life situation. It is an important part of everyday interaction, and most often, the first impression of a person is based on the students' ability to speak fluently and comprehensibly.

Moreover, Richard states, "speaking is one of the central communication elements in EFL (English as a Foreign Language) teaching. It is an aspect that needs special attention and instruction."<sup>2</sup> Speaking is much to be used in communication. Because by speaking, people can communicate directly, and others can give and grab responses in a short time. Moreover, Nunan stated that

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<sup>1</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methodes in Language Teaching*, (Cambridge: Cambridge University Press, 1991), p. 90.

<sup>2</sup> Jack C. Richards And Willy A. *Methodologyin Language Teaching Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 210.

people must master the art of speaking as the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation with the language target.<sup>3</sup> Usually, we cannot live without doing some speaking activities with the other. Moreover, speaking is not easy, but we must try it since it is a way to express ideas and opinions directly what we are thinking.

Nevertheless, there are many problems in mastering speaking, from students teaching process, and many more. One issue of the students is related to emotion. If students were experiencing emotional strain, it can inhibit or disturb the concentration of study and appear nervous, and stuttering in the liver.<sup>4</sup> Emotion is important in the conversation or classroom activities since it has a good impact on learning. Brown states that emotions affect learning most fundamentally because they are the learning strategy and technique foundations.<sup>5</sup> It means every state in students self that is accompanied by effective both at the weak and broad levels.

Emotions are grouped into two kinds, sensory emotion and mental emotion. First, Sensory emotion is the emotion evoked by the stimuli from outside to the body, for example: cool, sweet, tired, satiety, and hunger. Second, mental emotion is an emotion that has psychiatric reasons. Example: intellectual feeling,

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<sup>3</sup> Nunan. *ATLAS: Learning-centered communication*. Boston, MA: Heinle&Heinle/Internasonal Thomson. Level 1-4. 1995b.

<sup>4</sup> Syamsu Yusuf, *Psikologi Perkembangan Anak dan Remaja*, (Bandung: Remaja Rosdakarya, 2009), p.115

<sup>5</sup> H. Douglas Brown, *Breaking the Language Barrier*, (Yarmouth: Intercultural Press, Inc., 1991), p.73



social feeling, morality feeling, aesthetic feeling, definitely feeling.<sup>6</sup> So that the emotion arises due to influence from changes in physical or individual activities.

Concerning foreign languages, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such a process difficult is anxiety. Anxiety can be divided, such as tension, worry, and anxiety, which will impede students' ability to perform successfully in a foreign language classroom. According to Oxford, "Most language research shows a negative relationship between anxiety and performance."<sup>7</sup> for example, when the teacher asks students to practice in front of the class. Some of them thought that if they make a mistake, their classmate will laugh at them. So they preferred to be quiet. That condition leads the students to feel anxious in the classroom, influencing their speaking ability. Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. Besides, according to Krashen, debilitating anxiety can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for language acquisition.<sup>8</sup> Anxious students will have difficulties in following lessons and their speaking. They may learn less and also may not be able to demonstrate what they have learned to practice. Even worse, they may experience more failure, which in turn escalate their anxiety.

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<sup>6</sup> Syamsu Yusuf, 2009, *Loc. Cit.* p.117

<sup>7</sup> Rebecca L. Oxford, "Anxiety and the Language Learner: New Insight", in Jane Arnold (ed), *Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), p.60

<sup>8</sup> Ricardo Schutz, Stephen Krashen's *Theory of second Language Acquisition*, 2013, (<http://www.sk.com/br/sk-krash.html>)

Other problems students face in speaking are a lack of vocabulary, grammar knowledge, and poor pronunciation. While the nine difficulties dealt with non-linguistic problems were not being brave to speak, not being confident to talk, being afraid of saying, being fearful of making errors, being afraid of being mocked by friends, being nervous about speaking, not being used to talking in class, difficult to express words or sentences, and confused how to use appropriate words.

Meanwhile, during the researcher's analysis of the Freshmen student of IAIN Palopo, the researcher found signs of anxiety among the students. The students had difficulty speaking up in the classroom because they lacked confidence. Many students had less motivation and were passive in learning to speak; they were forced, and anxious to speak.<sup>9</sup> They were fearful and shy to speak up in English because they were worried about producing mistakes. Many of them got jittery, created avoidance, and reduced participation in the classroom.

Some students also believed that English is a difficult subject. They think that it can influence their self-esteem and make them feel anxious in the classroom. In the last, when they were asked to speak up, they started to stammer. Furthermore, some of them cannot produce the sound or intonation even after several repetitions because they were unsure if they could speak up in English. It was difficult for the researcher to do proper speaking activities with them.

Technology can be used to facilitate the students in learning English, including in teaching speaking. Media in teaching-based technology becomes an

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<sup>9</sup> Risma, The English Student of Fouerth Semester UIN Raden Intan Lampung, *an interview*, on November 20st 2017,

effective way to help the teacher apply an interesting and valuable learning process in the classroom. Technology allows the learning process not only in the school but also wherever based on the needs.

Aleta application is one of the technologies that can be used in teaching speaking. It is developed by Masruddin et al., a lecturer of IAIN Palopo. Aleta application can support students in English learning, focused on speaking skills since it possesses four main skills materials in English. Aleta application can be used whenever and wherever the teacher and the students are. One of the advantages of the Aleta application is that the material is religious moderation-oriented, so the students can learn religious moderation values that can be discovered within the contents. Another advantage of the Aleta application is that the materials are already prepared to be used. The content is suitable to the student's level, so the teacher does not need to construct any materials for the application. The teacher may prepare additional teaching aids if it is necessary as well.

This research is a part of the big research project of collaboration between lecturers and students at the English Education Study Program at IAIN Palopo. This part will be concerned with speaking improvement through the use of the ALETA Malebbie Application.

## **B. Problem Statement**

Based on the background above, the researcher can identify the problems as follows: Is the use of the Aleta Application effective in teaching speaking at IAIN Palopo?

### **C. Objective of Research**

The research aims to determine the effectiveness of using the Aleta Application in teaching speaking at IAIN Palopo.

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

#### 1. Theoretically

This research is expected to know the efficacy improves students speaking skills by using the Aleta application.

#### 2. Practically

##### a. Teacher

The result of this research is expected to be helpful for a teacher as a learning material for speaking.

##### b. Students

The result of this research is expected to improve their speaking skill by using the Aleta application.

##### c. Researchers

The result of this research is expected to be the reference for future research, and they also can reexamine and develop this research deeper.

### **G. Scope of the Research**

The researcher restricts the scope of the research as the use of Aleta Application to improve the speaking skills of the students.



## CHAPTER II

### LITERATURE OF THEORIES

#### A. Previous Research Findings

In this research, the researcher found some researches related to this research as follows:

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 applications to 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 application can help them in studying English, especially speaking skill<sup>10</sup>.

Jack C. Richards (2015) investigated Technology in Language Teaching Today. This research states 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. Today's language teachers are expected to understand how to integrate technology into their teaching as well as knowing how to help learners make use of resources such as media and the internet to improve their learning of all four skills. As such technology offers both new

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<sup>10</sup> Kuning Dewi Sri, "Applications of Social Media to Learn Speaking," *Jurnal Elsa* 148, no. 1 (2020): 33.

challenges as well as new opportunities for both teachers and learners. This article surveys the role of technology in language teaching and explores the opportunities it offers to teachers and learners to support new technology-mediated teaching and learning<sup>11</sup>.

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<sup>12</sup>.

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 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

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<sup>11</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (USA: Cambridge University Press, 2002), 45.

<sup>12</sup> Dewi Sri Kuning, "Technology in Teaching Speaking Skill," *Journal of English Education, Literature and Linguistics* 2, no. 1 (2019): 29.

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<sup>12</sup>.

Muhammad Reza Ahmadi (2018) investigated The use of technology has become an important part of the learning process in and out of the class. 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<sup>13</sup>.

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<sup>12</sup>Mella Sarasyifa, 'Fliffed Model for Improving Students' English Speaking Performance' (Syarif Hidayatullah of UIN Jakarta, 2018), 6.

<sup>13</sup> Mohammad Reza Ahmadi, "Mohammad Reza Ahmadi 1\*," *International Journal of Research in English Education (IJREE)* 3, no. 2 (2018): 11.

Based on the result of four previous studies, the researcher states that all of them have the same discussion about Application media in improving speaking. However, overall, this research is different from the four previous studies above. The difference between those previous studies is about the students' ages or educational levels, all of the previous studies refer to the adult learner while this research refers to varsity students. It means this research will be simpler than all of them. However, this research has the same objective i.e. focus on improving students' speaking skills and making the students more active than the teachers in a class by searching and learning the lessons by themselves through reversing class technique. Thus, the researcher is interested in getting more common data from the technique that will be utilized to improve the students speaking skills of IAIN Palopo.

## **B. Concept of Speaking**

### **1. Definition of Speaking**

Since speaking is a form of communication, it is essential that what you say to be as effective as possible. When it comes to communicating meaning, how you say something is just as critical as the content of your statement.<sup>14</sup> Speaking, in this perspective, is a kind of communication, and speakers must express their points as fast as possible to convey their message.

According to Burton, the fundamental feature of speaking is how talkers allow one another to communicate via a range of signals such as voice, hand gestures, and facial expressions. The speaker who has assumed the role replies

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<sup>14</sup>Rhodry Jones, *Speaking and Listening*, (London: John Murray Publisher Ltd, 1989), p.14.



with a series of verbal responses.<sup>15</sup> Additionally, it has been shown that using voice and facial expressions enables talkers to be more compatible and accurate in their communication.

Meanwhile, Donough and Shaw say, "There are many motivations for speaking that include expressing thoughts and opinions: expressing a want or desire to accomplish something, negotiating or resolving a specific issue, or developing and sustaining social connections and friendship." Apart from fluency, precision and confidence are critical components of speaking".<sup>16</sup> As a consequence, learners will comprehend the message and acquire the information they need via oral communication, which is the primary mode of verbal communication. It is a way of directly expressing our innermost ideas and views.

As stated before, speech organs generate sound, but thoughts and emotions also play a role. Speaking is the act of expressing oneself spontaneously. Utilize vocal symbols to communicate information, knowledge, thought, and opinion to another individual. Additionally, speaking is intimately connected to listening since both the speaker and the listener are involved.

## **2. The Purposes of Speech**

Speaking aims to communicate a message or ideas from the speaker to the listener. According to Richard, Brown, and Yule distinguished an important distinction between the interactional goals of speech. Its objective is to establish and sustain social bonds—transactional functions that depend on the flow of

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<sup>15</sup>S.H. Burton and J.A Humpharies, *English Language*, (London: The Macmillan Press Ltd), p. 13

<sup>16</sup>JO McDonough and Christopher Shaw, *Materials and Methods in ELT*, (Melbourne: Blackwell Publishing, 2003)., p.157.

information. Three distinct functions of speech are recognized. Three kinds of conversations exist engagement, transaction, and performance.<sup>17</sup>

### **a. Conversation as a kind of engagement**

What do you mean precisely by "conversation"? It has to do with what we do daily. It is a kind of social contact that is primarily social. When individuals meet, they exchange pleasantries, engage in small talk and chit-chat, and discuss current events, among other things, to be nice and create a pleasant social interaction zone. The emphasis is on the speakers and their desire to present themselves, not on the content.

### **b. Communicate as a transaction**

This kind of conversation refers to instances in which the emphasis is squarely on what is said or done. The emphasis here is on message and getting oneself adequately recognized, rather than on individuals and their social connections. According to Jones in Richards, speaking is associated with other transactional behaviors. Students may participate in hands-on activities, for example. (for instance, during a scientific presentation) to enquire about concepts related to It floats and sinks simultaneously. Students and instructors often concentrate on this kind of spoken language, on talking their way to understanding the meaning.

### **c. Concerning performance**

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<sup>17</sup>Jack C Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p.21.

<sup>9</sup>Richard P. Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Perspectives on Psychological Disorder*, (New York: McGraw-Hill, 2007), p.144

<sup>10</sup>Passer and Smith, 2009, *loc. Cit.*

The third kind of meaningfully differentiated speech is the "Speak as." performance. It is a reference to public debate. Morning addresses, public announcements, and speeches are all forms of public addresses that interact with an audience.<sup>5</sup> The word implies that speaking has a great deal of significance; they are speaking in the sense that performance refers to public speaking. The whole process of speaking is centered on leading people through a speaking activity.

### **C. Teaching Speaking**

#### **1. The Understanding of Teaching Speaking**

People produce their speech to express their ideas to build communication. Mostly by speaking, people are engaged to discuss, criticize, and other possible ways of interaction. Good speaking will bring the speaker and the listener to process the message. Since speaking skill becomes that significant, this skill has been considered as one of the main skills in learning English.

Louma stated that "Speaking in a foreign language is very difficult to speak in a foreign language learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. In addition, they must also understand what is being said to them, and be able to respond appropriately to maintain amicable relations or to achieve their communicative goals".<sup>18</sup> Students have difficulties speaking English well because they have a problem achieving speaking components (comprehension, fluency, vocabulary, pronunciation, and

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<sup>18</sup>Neil R. Carlson and William Buskist, *Psychology: The science of Behavior*, (Needham Heights: Viacom Company, 1997), p. 558.

grammar). The message cannot be achieved and the communication cannot be maintained if students make mistakes in producing speech. In other words, students need to get more exposure and practice to train their speech production.

According to Brown, "Speaking is a productive skill that can be directly and empirically observed".<sup>19</sup> Students produce their speech to communicate. When students produce their speech, some points can be measured. Using some scales of assessing speaking, those points can be interpreted in the form of empirical data. Observing students' speech can be done directly that is by face-to-face between the observer and the students. For additional tools, some observers use a tape recorder to record students' speech during the assessment. This recording is used to make sure whether or not the scoring is effective. Based on some definitions above, it can be summarized that speaking is verbal communication that involved the oral production of language to share or express ideas, negotiate, or establish social relationships and friendships.

Speaking has particular goals and components so people can maintain communication. Speaking can be measured empirically when the process of transferring information is effectively done.

## 2. The Objectives of Teaching Speaking

Speaking is the main part in which people communicate in their daily life. The main goal of speaking is definitely to express their feelings. The objectives of teaching speaking for senior high school in Indonesia are enabling students to:

- a. Use and respond expressing attitude, love, sadness, embarrassment, anger.

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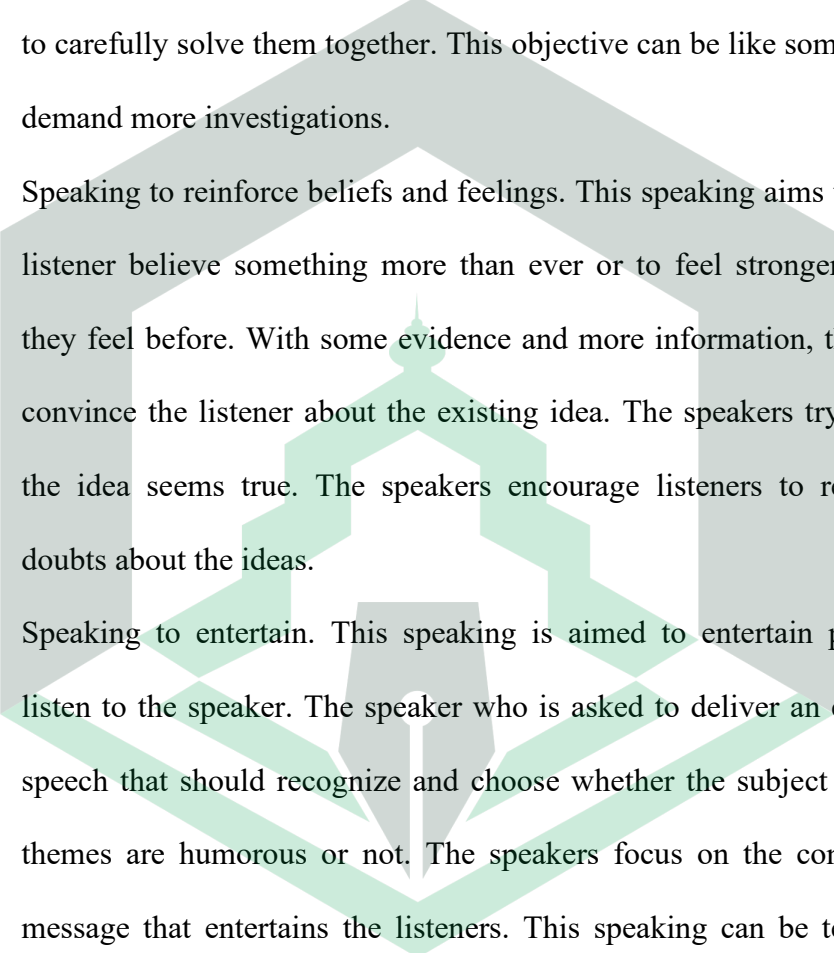
<sup>19</sup> Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p.787

- b. Identify and respond to the expression of annoyance.
- c. Use past continuous tense in extending narrative and spoof.
- d. Do monolog in narrative form.
- e. Use modals auxiliaries “should” in giving suggestions.
- f. Debate.

Both the listener and the speaker need to comprehend the message. To see what speaking is for, we can observe the effect of speaking on the listeners.

Wilson and Arnold said in his book that speaking has several objectives follow:

- 1) Speaking to inform. People need information that they want to hear. They are fully satisfied when they understand the information. In short, the information is called informative speaking. The goal of informative speaking is to make the listeners understand the topic that the listeners convey by creating a perception about the topic and the knowledge that they need to know. The speakers only inform the message and let people perceive it by themselves. There are some standard peculiar things which can be categorized into informative speaking; (a) Accuracy, it is true to fact in both detail and proportion; (b) completeness, it is comprehensive enough to cover the subject promised in the specific purpose of the speech or any subsection of the speech; (c) Unity, in the sense of providing knowledge that will be intelligible as a whole. The objective of teaching speaking in senior high school is enabling them to inform their idea and express their feeling as it is stated in the KSTP curriculum. By means, they can build meaningful conversation and share knowledge.

- 
- 2) Speaking to induce inquiry. The objective of this speaking is to set out the conditions within which a solution must be found and to challenge may be for private thought or for public discussion in the open forums that often follow such speeches. The topic is the problem found by investigation. Speakers and listeners come up with their explanations, ideas, and solution to carefully solve them together. This objective can be like some cases that demand more investigations.
  - 3) Speaking to reinforce beliefs and feelings. This speaking aims to make the listener believe something more than ever or to feel stronger than what they feel before. With some evidence and more information, the speakers convince the listener about the existing idea. The speakers try to support the idea seems true. The speakers encourage listeners to release their doubts about the ideas.
  - 4) Speaking to entertain. This speaking is aimed to entertain people who listen to the speaker. The speaker who is asked to deliver an entertaining speech that should recognize and choose whether the subject and central themes are humorous or not. The speakers focus on the content of the message that entertains the listeners. This speaking can be telling some funny stories or jokes that are understood by the listeners and the speakers as well.
  - 5) Speaking to persuade. This speaking is aimed to persuade people. The speaker should give a speech that is designed to change or reinforce the audience's beliefs or actions, it could be said as persuasive speaking.

Persuasive speaking is speaking which influences people's attitude, behavior, values, and beliefs. This type of speaking requires some evidence to convince people or change their point of view to support the idea of the speakers. An example of this objective is promoting products to the customers so they are encouraged to buy.

### 3. The Elements of Teaching Speaking

Many students have difficulties in speaking. According to Harmer in his book "The Practice of Language Teaching" that they are many elements of speaking that must be mastered by students to be a good speaker such as:

1. *Connected speech.* Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contraction and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
2. *Expressive devices.* A native of English changes the pitch and stress of particular parts of utterances, vary volume and speed and show by other physical and nonverbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity; students should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.

3. *Lexis and grammar.* Spontaneous speech is marked by the use of the number of common lexical phrases, especially in their performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions, such as greeting, agreeing, and disagreeing.
4. *Negotiation language.* effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.<sup>15</sup> We often need to ask for clarification when we are listening to someone else talk. Speaking is not only having the number of vocabularies and knowing the grammatical structures but also mastering all elements of speaking above. All messages we delivered will be acceptable to all communicants if we mastered those elements.

#### **D. Modern Technologies in Developing Speaking Skill**

In the fast-developing 21st century various innovative technologies are being introduced to teach English in the classrooms. The knowledge base is fast doubling and tripling in so short a time. To cope up with this trend, we have to use modern technologies to teach English to technical students. Technology can stimulate the playfulness of learners and immerse them in a variety of scenarios.

Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Studies are emerging that show the importance of qualitative feedback in software. When links are provided



to locate explanations, additional help, and reference, the value of technology is further augmented. Modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do.

Modern technologies available for teachers of English today are:

- Communication lab
- Video conferencing
- Video Library
- CALL (Computer Assisted Language Learning)
- TELL (Technology Enhanced Language Learning)
- Podcasting
- Quick Link Pen
- Quicktionary
- Programmers through educational satellites
- Speech Recognition Software
- Internet
- Blogging

## **1. How to Use The Technologies.**

### **a. Communication Labs**

Software's are available to develop speaking skills. By incorporating suitable software through computers the students will play it again and again with their interest and try to improve their speaking skills, which are most essential in this modernized IT world. The usage of headphones in the lab makes the students

have an interest in the subject and induces them to repeat again and again instead of feeling bored.

b. Video Conferencing

Video conferencing is the method in which one person can access the speeches of other persons in some other parts of the world. It is the live relay of a program, which is mostly used to view the lecture of a professor who resides in a foreign country. In short, it is very helpful for the students to understand what is going in this world and to hear the speech of the topmost personalities in a lively manner. The most notable point in video conferencing is that the students can post questions immediately and get their answers at once.

c. Video Library

Video Libraries are most essential in our fast and modernized world. This is helpful for the students to those who miss some interesting sessions. In this process, the teaching of the faculty will be recorded and made available to the students. The students can view the tapes during their leisure hours. The advantage of this method is that students can replay it when there is a necessity.

d. CALL

The educational role of Computers in learning a second language and the role of CALL (Computer Assisted Language Learning) is significant. The teacher can use the latest technologies, which have the potential to transform the students from passive recipients of information into active participants. CALL is defined as the search for and study of applications of the computer in language teaching and learning.

e. TELL

TELL (Technology Enhanced Language Learning) is the use of computer technology including hardware, software, and the internet to enhance teaching and learning of languages. It allows the students to get access to all the technologies available for the enhancement of English learning. Students are allowed to use online dictionaries, chat, and view the various happenings around the world.

f. PodCasting

Podcasts can be uploaded or downloaded, this audio help the learner familiarize with the target language, and teachers can use them as useful audio material that can be used in class for activities like discussions, besides, the web, there are even particular podcasts that are for ESL learners and these can include pronunciation for particular needs of students. Podcasts undoubtedly help learners in speaking. Podcasting is the integration of audio files where we can feed our materials and ply them inside and outside of the classroom. Students use i-pods to hear their favorite music files. In the same way, they have their education in the form of entertainment. Podcasting allows students to use their tech-based entertainment systems for educational purposes. With it, we can move away from the traditional face-to-face training without losing the student-to-trainer relationship that is so effective in any learning process. Podcasts enable students and teachers to share information with anyone at any time. An absent student can download the podcast of the recorded lesson and can access the missed lectures. They could also access lectures of experts which may not otherwise be available because of geographical distance and other reasons.

g. Quick Link Pen

Quick Link Pen allows learners to copy and store printed text, Internet links. It helps to transfer the data to computers and enables the reader to get the meaning of the word from a built-in dictionary. Accessing this type of machine seems to be a more convenient method. Recent developments in machine translations present translation engines like GO Translator and Babelfish.

h. Quicktionary

It is a pen-like device. It allows the reader to easily scan the word and get its definition and translation on its LCD screen. Technology such as Enounce and Sound-Editor enable learners to adjust the speech rate of listening materials to assist their comprehension and present spectrum of speech waves and visual depictions of mouth and tongue movement to ease the learning and refine pronunciation.

i. Educational Satellites

In the college, we can create an Educational Satellite lab, whereby satellite programs of educational value like UGC's country-wide classrooms, Anna University programs, and other worldwide programs are recorded and students are given access to the recording either through big screen or small monitor.

j. Speech Recognition Software

Speech recognition software also helps to improve the students speaking, this can convert spoken words to machine-readable input. The device recognizes the accuracy of what was read and then provides a positive reinforcement like "You sound great!" or allows the user to try again, in this way the learner can

figure if he is reading well or not. As the user's skill improves, the technology reads less material so that the learner reads more. This software also evaluates and provides scores of grammar, pronunciation, comprehension, and provided the correct forms, for example, if a student mispronounces a word, the learning tool can immediately spot it and help correct it. This device can be a very useful device for distance learners because they don't have a teacher who corrects their speech and this device can help to improve their speaking skills.

#### k. Internet

Internet is a commonly acknowledged term and is widely used by people throughout the world. Students now use the Internet in class to learn English. Online teaching inside the classroom seems to be interesting and makes the students find out the suitable materials for them. Students are instructed to do the grammar exercises which are available online. Through Internet, we can collect data from various sources for any instruction. to improve speaking, students can use Skype, MSM Messenger, Google talk (used to have conferences online) and other applications where students can connect with friends, other students, teacher and even native speakers, these ways of learning have been observed to improve oral proficiency in students and make up for the lack of native speakers in the areas where students live and what is more, online conferences also enhance intercultural awareness, motivation and raise the level of interaction. Over the internet, students can find a lot of learning materials, for instance, audio, video, radio and TV shows, games, voice recordings, quizzes, podcasts, and so on, in this

way, students get exposed to a great amount of target language and this helps them develop their speaking skills.

#### 1. Blogging

Blogging can be used for instructing the candidates when the teacher is off-campus. The teacher can post his article or the instruction to the students, where the students are allowed to post their comments and queries. The teacher can answer the question through his blog. Blogging seems to be widely in use.

### **E. English Foreign Language**

#### 1. English as Foreign Language

English is a compulsory subject in school; it is also tested under Indonesian national standards. English is a significant language because it is a global language spoken by a large number of people. English is used to communicate with people all around the globe and is required for science and technology education. English is a foreign language in Indonesia, and overseas students must learn it to easily acquire science or information from other countries.

English is a foreign language in Indonesia, according to Setiyadi. This implies that English is exclusively taught in Indonesian schools as a required subject. Students seldom use English in society because they prefer to converse in their language. Language, like everything else, is a social creation. A mental ability.

Students must understand this in their home language as well as in their foreign or second language. When students have sufficient chances to practice

English regularly, studying English as a foreign language is distinct from learning a mother tongue. The process of obtaining information about a topic or skill via study, experience, or instruction is called learning. That is, students participate in learning activities to gain experience and information that will aid us in comprehending all we want to learn.

#### **F. The 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 in getting the information easily.

Consequently, the researcher intends to use the Aleta 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.

#### **G. Hypothesis**

Based on the theories and assumptions above, the researcher formulates the hypothesis as follows:

H<sub>a</sub>: There is an efficacy of using Aleta Malebbie Application in teaching speaking at IAIN Palopo.

H<sub>0</sub>: There is no efficacy of using Aleta Malebbie Application in teaching speaking at IAIN Palopo.





**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Method and Design.**

1. Method.

In this research, the researcher will apply the Pre-experimental method. Creswell said that the Pre-experimental method with one group pre-test design (to facilitate ease of implementation) or intervention of short duration is chosen as an intervention based on a small pilot test. Selected a group of participants in the population and provided the invention to them.<sup>20</sup> Pre-experimental consisted of three steps; they were Pre-test, treatment, and post-test. The goal of this study was to see if the silent way method effectively in teaching speaking.

2. Design

The research design used the following formula.

Pre-test	Treatment	Post-test
O <sub>1</sub>	X	O <sub>2</sub>

Notes:

O<sub>1</sub>: Pre-test

X: Treatment

O<sub>2</sub>: Post-test.

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<sup>20</sup>John w, Creswell, Education Research , ( Fourth Edition ; library of congress cataloging in publication Data,2012)p.321

## **A. Operational Definition.**

### a. Aleta

Aleta Malebbie Application is used to help the teacher and the students in the learning process. Aleta Malebbie applies teaching-based technology created by Masruddin et al., who use the application as learning material. It is based on the need for the teacher to prioritize using technology in class as much as possible. Students should be encouraged to learn as much language and value as possible.

### b. Speaking.

Speaking skills are the skills to convey information verbally. Speaking skills will be called excellent and correct if the listener and speaker can understand each other.

## **B. Population and Sample.**

### 1. Population.

The population of this research is adolescents at IAIN Palopo, which amounts to about 30 students in the class with a total of 120 students.

### 2. Sample.

This research is purposive sampling. In this research, the study will be carried out in a beginner class that consists of 30 students from IAIN Palopo. This research chose the type chosen as a random sample because the students had a relatively low English level in all faculty.

## **C. The instrument of research.**

### 1. Test.

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 Aleta Application.

#### **D. The procedure of collecting data.**

The data collecting by using the procedure below:

##### **1. Giving pre-test.**

Before giving treatment, the researcher first gave a pre-test to determine the students' speaking ability. In the pre-test, the researcher then gave the English language material, and then the researcher asked the students to explain the moral value of the narrative text; this pre-test takes a time about 5 minutes to get the data from the pre-test.

##### **2. Giving treatment.**

The author provides care after the pre-test, treatment is done to several people. The research will prepare several ways or steps to encourage their speaking skills.

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

After carrying out around six treatments, the researcher then gave the students a post-test to determine the students' abilities after going through the treatment process. The pre-test and post-test results were calculated to determine whether the Aleta Application could improve students' speaking skills.

## E. The technique of data analysis.

### 1. Scoring Classification

The researcher must assess the significance of the data while studying it—scoring classification, including accuracy, fluency, and comprehensibility.

#### a. Accuracy

**Table 3.1. Accuracy Rubric Scoring.**

Classification	Score	Criteria
Excellent	6	The mother tongue very slightly influences pronunciation—two or three minor grammatical and lexical errors.
Very good	5	The mother tongue very slightly influences pronunciation. There are a few minor grammatical and lexical mistakes, but most of the utterances are correctly spoken.
Good	4	moderately influences by the mother tongue but no severe phonological error. There are a few grammatical and lexical mistakes, although they are minor.
Average	3	Confuse. Pronunciation is influenced by the mother tongue only a few phonological mistakes. There are several grammatical and lexical mistakes, some of which are serious. Confuse.
Poor	2	The mother language significantly impacts pronunciation—an error causing a breakdown in communication—May basic grammatical and lexical errors.
Very poor	1	Many fundamental grammatical and vocabulary mistakes, as well as serious pronunciation issues. There is no indication that you have to master any language skills and practice in the course.

#### b. Fluency

**Table 3.2. Fluency Rubric Scoring**

Classification	Score	Criteria
Excellent	6	Speak without exerting too much effort using a relatively wide range of expression. Searches for words occasionally but only two unnatural pauses.
Very good	5	It is necessary to attempt to find words—nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has made an effort and search for words, there are not too many unnatural pauses. Relatively smooth delivery, mostly. Occasionally fragmentary but

		successful in conveying the general meaning fair range expression.
Average	3	Limited range of expression. Has to make an effort for much time. Often has to research for the desired meaning—frequently fragmentary and halting delivery. Almost give up making an effort at times.
Poor	2	Limited range expression. He takes long pauses while he seeks the correct meaning. The delivery is sometimes fragmented and halting. Almost give up making an effort at times.
Very poor	1	Full of long pauses that are not natural When the delivery is slow and fragmented, the audience loses interest. An effort. Minimal range expression.

c. Comprehensibility<sup>21</sup>.

Table 3.3 Comprehension Rubric Scoring

Classification	Score	Criteria
Excellent	6	The speaker's message is simple to comprehend for the audience. attention and general meaning. Very few interruptions or classification requires.
Very good	5	The speaker's attention and general meaning are relatively straightforward—several interruptions from the listener for brevity. Classification is necessary.
Good	4	Most of what the speakers say is easy to follow. His attention is always precise, but several interruptions are necessary to help him convey a message or seek classification.
Average	3	The listener can understand a lot of what he said. However, he must constantly seek classification. Cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phases) can be understood and then considerable effort by listening to the speaker.
Very poor	1	Hardly anything of what is she can understand. Even when the listener a great effort or interrupts, the speaker cannot clarify what he seems to have said.

2. Scoring the students.

The score has been translated to a complete score collection using the following basic formula :

<sup>21</sup>Heaton, J. B. Writing English Language Test. (New York Longman), p. 100

$$\text{Score} = \frac{\text{the gain score}}{\text{the maximum score}} \times 100$$

### 3. Classifying the students' score

The student's performance will be divided into five levels: the teenagers' speaking skills' scoring classification.

**Table 3.2. The Classification Score For-Test**

No	Score	Classification
1	86-100	Excellent
2	71-86	Very good
4	41-55	Average
5	26-40	Poor
6	< - 25	Very poor

### 4. Calculating the rate percentage of the students' score

The ratio of the teenagers' scores on speaking tests on both one pre-test and post-test would be calculated using the SPSS 2.0 version.

**CHAPTER IV**  
**FINDINGS AND DISCUSSIONS**

**A. Findings**

The findings of the research showed the result of the data that have been analyzed statistically and the tabulating of data. It compared if the students' scores in pre-test and post-test, the classification of students' scores in pre-test and post-test, and the mean score of students' pre-test and post-test.

**1. The analysis of students' speaking skills scores in pre-test and post-test**

**a. Pre-test**

In this section, the researcher showed the complete score of students in the simple past tense (students' correct answer), the mean score and standard deviation of students, and the rate percentage of students' scores of speaking skills in the pre-test. The researcher presented the data in the tables and calculates the score by using SPSS 22. Then, the researcher showed the students' complete score of speaking skills in the pre-test. The tabulation of students' scores in the pre-test can be seen in table 4.1:

**Table 4.1**

**The Score of Students' speaking skill in Pre-Test**

<b>No</b>	<b>Respondent</b>	<b>The Aspect of Speaking</b>			<b>Score of Test</b>
		<b>Accuracy</b>	<b>Fluency</b>	<b>Comprehensibility</b>	
1	R1	1	1	1	16

2	R2	1	1	1	16
3	R3	1	1	1	16
4	R4	1	1	2	22
5	R5	1	2	2	27
6	R6	1	1	1	16
7	R7	2	2	2	27
8	R8	2	1	1	22
9	R9	2	1	1	22
10	R10	1	2	2	27
11	R11	1	1	1	16
12	R12	2	2	1	27
13	R13	1	2	1	22
14	R14	1	2	1	22
15	R15	2	1	2	27
	$\Sigma 15$				

In this section, the researcher described the average score of students' speaking skills in accuracy, fluency, and finally comprehensibility.

#### 1) Accuracy

To calculate the average score of students' accuracy in the pre-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of percentage of accuracy. The result can be presented in the table descriptive statistic it can be seen in table 4.2 and table 4.3:



**Table 4.2**

**Descriptive Statistics of Accuracy in Pre-Test**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	15	1.00	2.00	1.3333	.48795
Valid N (listwise)	15				

**Table 4.3**

**The Rate of Percentage Score of Students' Accuracy in Pre-Test**

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0
Poor	26-40	2	5	33,3%
Very Poor	≤25	1	10	66,7%
<b>Total</b>			15	100%

2) Fluency

To calculate the average score of students' fluency in the pre-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of percentage of fluency. The result can be presented in the table descriptive statistic it can be seen in table 4.4 and table 4.5:

**Table 4.4**

**Descriptive Statistics of Fluency in Pre-Test**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	15	1.00	2.00	1.4000	.50709
Valid N (listwise)	15				

**Table 4.5**

**The Rate of Percentage Score of Teenagers' Fluency in Pre-Test**

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0
Poor	26-40	2	6	40%
Very Poor	≤25	1	9	60%
<b>Total</b>			15	100%

3) Comprehensibility

To calculate the average score of students' comprehensibility in the pre-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of percentage of comprehensibility. The result can be presented in the table descriptive statistic it can be seen in table 4.6 and table 4.7:

**Table 4.6**  
**Descriptive Statistics of Comprehensibility in Pre-Test**

<b>Descriptive Statistics</b>					
	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Comprehensibility	15	1.00	2.00	1.3333	.48795
Valid N (listwise)	15				

**Table 4.7**  
**The Rate of Percentage Score of Students' Comprehensibility in Pre-Test**

<b>Classification</b>	<b>Score</b>	<b>Rating</b>	<b>Pre – Test</b>	
			<b>Frequency</b>	<b>Percentage (%)</b>
<b>Excellent</b>	86-100	6	0	0
<b>Very Good</b>	71-85	5	0	0
<b>Good</b>	56-70	4	0	0
<b>Average</b>	41-55	3	0	0
<b>Poor</b>	26-40	2	6	40%
<b>Very Poor</b>	≤25	1	9	60%
<b>Total</b>			15	100%

b. Post-test

The researcher showed the complete score of students in the speaking skill (students' correct answer), the mean score and standard deviation of students, and the rate percentage of students' scores of speaking skills in the post-test. The researcher presented the data in the tables and calculates the score by using SPSS 22. Then, the researcher showed the students' complete score of speaking skills in the post-test. The tabulation of students' scores in the post-test can be seen in table 4.8:

**Table 4.8**  
**The Score of Students' speaking skill in Post-Test**

No	Respondent	The Aspect of Speaking			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	2	2	3	42
2	R2	3	2	3	48
3	R3	2	3	3	48
4	R4	3	3	3	54
5	R5	3	4	2	54
6	R6	4	3	3	60
7	R7	4	3	4	66
8	R8	3	3	3	54
9	R9	3	4	2	54
10	R10	4	3	3	60

11	R11	3	3	4	60
12	R12	3	4	3	60
13	R13	4	4	3	66
14	R14	3	4	3	60
15	R15	3	4	4	66
	$\Sigma 15$				

In this section, the researcher described the average score of students' speaking skills in accuracy, fluency, and finally comprehensibility.

#### 1) Accuracy

To calculate the average score of students' accuracy in the post-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of percentage of accuracy. The result can be presented in the table descriptive statistic it can be seen in table 4.9 and table 4.10:

**Table 4.9**  
**Descriptive Statistics of Accuracy in Post-Test**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	15	2.00	4.00	3.1333	.63994
Valid N (listwise)	15				

**Table 4.10**  
**The Rate of Percentage Score of Students' Accuracy in Post-Test**

Classification	Score	Rating	Post – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	4	26,7%
Average	41-55	3	9	60%
Poor	26-40	2	2	13,3%
Very Poor	≤25	1	0	0
<b>Total</b>			15	100%

2) Fluency

To calculate the average score of students' fluency in the post-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of percentage of accuracy. The result can be presented in the table descriptive statistic it can be seen in table 4.11 and table 4.12:

**Table 4.11**

**Descriptive Statistics of Fluency in Post-Test**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	15	2.00	4.00	3.2667	.70373
Valid N (listwise)	15				

**Table 4.12**

**The Rate of Percentage Score of Students' Fluency in Post-Test**

Classification	Score	Rating	Post – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	6	40%
Average	41-55	3	7	46,7%
Poor	26-40	2	2	13,3%
Very Poor	≤25	1	0	0
<b>Total</b>			15	100%

### 3) Comprehensibility

To calculate the average score of students' comprehensibility in the post-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of percentage of comprehensibility. The result can be presented in the table descriptive statistic it can be seen in table 4.13 and table 4.14:

**Table 4.13**

#### **Descriptive Statistics of Comprehensibility in Post-Test**

##### **Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	15	2.00	4.00	3.0667	.59362
Valid N (listwise)	15				

**Table 4.14**

#### **The Rate of Percentage Score of Students' Comprehensibility in Post-Test**

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	3	20%
Average	41-55	3	10	66,7%
Poor	26-40	2	2	13,3%
Very Poor	≤25	1	0	0
<b>Total</b>			15	100%

**2. The mean score and standard deviation of students' speaking skills in pre-test and post-test**

After presenting the descriptive statistics table and the percentage of students' scores in the pre-test and post-test according to the assessment in speaking, the researcher also obtained the mean and standard deviation values using SPSS 22. The result was presented in the table descriptive statistic as follows:

**Table 4.15**

**The Mean Score and Standard Deviation in Pre-Test (T<sub>1</sub>) and Post-Test (T<sub>2</sub>)**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	18.00	36.00	26.0000	7.74597
Posttest	15	42.00	66.00	56.8000	7.12340
Valid N (listwise)	15				



Table 4.15 samples statistics indicated that the standard deviation in the pre-test is 7,74597 and in the post-test is 7,12340. It also showed that the mean score of students in the pre-test is 26,00 and the mean score of the students in the post-test is 56,80. The result of the table above showed that the mean score of students in the post-test was higher than the mean score of students in the pre-test. It concluded that the Aleta Application was effective in teaching speaking skills to students.

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis of this research, the researcher used  $T_{est}$  analysis and calculated it by using SPSS 22. The result could be shown in the table of paired sample statistics, paired sample correlations, and paired sample tests. It is presented in the following tables:

**Table 4.16**

**The Paired Sample Statistic of Pre-Test and Post-Test**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	26.0000	15	7.74597	2.00000
Posttest	56.8000	15	7.12340	1.83925

Table 4.16 samples statistics of pre-test and post-test above indicated that the value of standard deviation in the pre-test is 7,74597 and 7,12340 in the post-test. Besides, the standard deviation error in the pre-test is 2,00000 and 1,83925 in the post-test. The table above also showed that the mean score in the pre-test is 26,00 and in the post-test is 56,80. It concluded that the students' scores improved from 26,00 to 56,80.

**Table 4.17**

**The Paired Samples Correlation of Pre-Test and Post-Test**

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	15	.544	.036

Table 4.17 paired samples correlations of pre-test and post-test above presented that the correlation of the students' ability before and after treatment is 0,544. It means that there was a significant correlation between students' ability in speaking skills before and after treatment. The hypothesis was tested by using inferential statistics.

**Table 4.18**

**The Paired Sample Test of Pre-Test and Post-Test**

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	30.80000	7.12340	1.83925	34.74481	26.85519	16.746	14	.000

In table 4.18, the researcher found that  $t_o(t_{count}) = 16,746$  and  $df$  (degree of freedom) = 14. While the  $t_t(t_{table}) = 2,145$ , the degree of freedom ( $df$ ) = 14, with the standard of significant = 5%.

## **B. Discussions**

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 15 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 result data analysis showed that the prominent among three aspects of speaking (accuracy, fluency, and comprehensibility) better improved is fluency. In the pre-test, four students got good classification and then increased in the post-test, 6 people got the good qualification. The mean score of the students' pre-test is 26,00 and the mean score of the post-test is 56,80. The standard deviation of the pre-test is 7,47597 and the standard deviation of the post-test is 7,12340. It means that using the Aleta Application could improve the students' ability in speaking skills.

There were also previous research results that found the use of technology in English teaching is effective in improving speaking, namely by Dewi Sri Kuning 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 everytime. 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. Dewi Sri Kuning 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.

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, design, and problem-

solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of their teacher and peers<sup>17</sup>. 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<sup>18</sup>.



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<sup>17</sup>B. Bannett, D. Spencer, J. Bergmann, T. Cockrum, R. Musallam, A. Sams, K. Fisch, & J. Overmyer, *"The Flipped Classroom Manifest"*, (IAFOR Journal of Education, 2015), 6-7.

<sup>18</sup>B. Alvarez, *"Flipping the Classroom: Homework in Class, Lessons at Home"*, (Education Digest: Essential Readings Condensed for Quick Review, 2011), 18–21.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### **A. Conclusion**

Based on the findings and discussions in the previous chapter, the researcher concluded that using the Aleta Malebbie' is effective to improve speaking skill at IAIN Palopo. It can be seen after doing treatments. The result showed that there is a significant difference between the students' mean score in pre-test and post-test. In the pre-test, the students' mean score is 26,00 and the students' mean score in the post-test is 56,80. It means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted that the Aleta Application is effective to improve students' speaking skill at IAIN Palopo.

#### **B. Suggestions**

The success in teaching did not depend on the lesson program only, but more important is how a teacher serves to learn and using a variety of methods, techniques, or strategies to manage the class to make it more active. A reversing class technique used in learning English provides many opportunities for the student to be active in the process of teaching and learning.

The researcher would like to give some suggestion as follow:

1. For the teacher, they can apply the material in the classroom by using Aleta Malebbie' Application in teaching English, specially in teaching speaking. This technique intentionally shifts instruction to a learner-centered model in which time in the classroom is used to explore topics in greater depth and create meaningful learning opportunities while students are initially introduced to new topics outside of the classroom.
2. For the students, it is suggested for the students to increase the ability mastery in English especially speaking.
3. For the further researcher, it expected to conduct a researcher to find another significant of Aleta Application in other English language skills such as writing and vocabulary.

Finally, the researcher realizes that this thesis is far from being perfect, and because of that; constructive critics and advices are expected for the perfection of the thesis. The researcher hopes that the results of this research can be useful for the readers.

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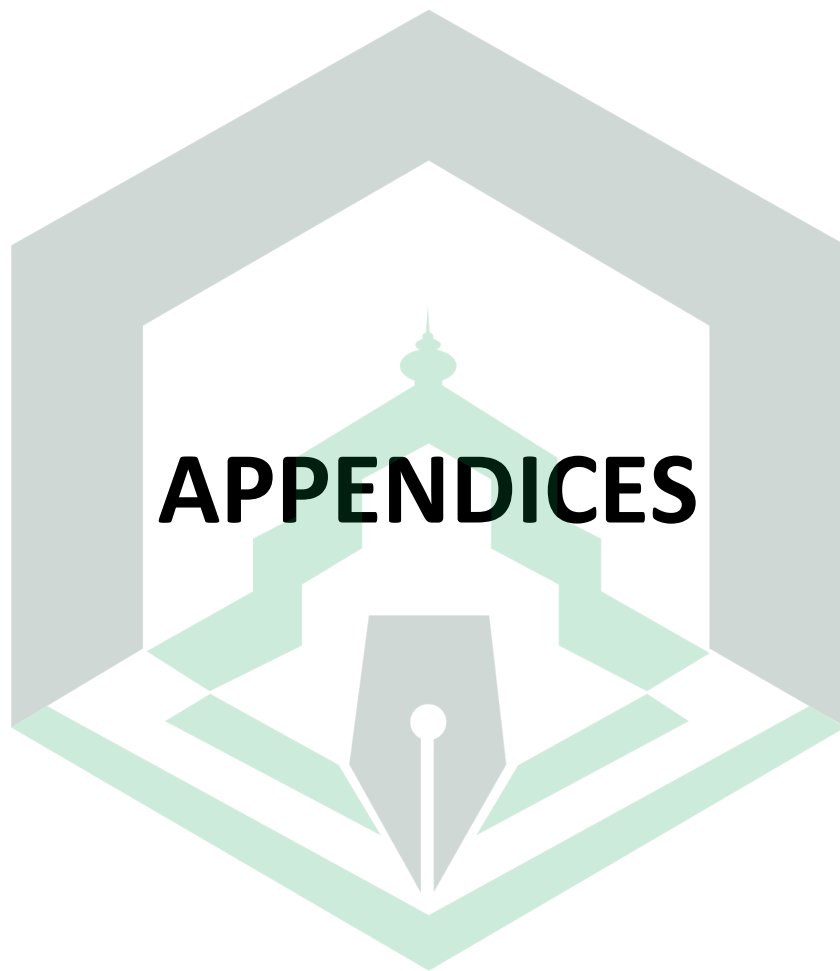


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**1**

# **SURAT IZIN MENELITI**



**SURAT KETERANGAN**  
NOMOR *122* /In.19/PP.00.9/AK/09/2021

Yang bertanda tangan di bawah ini,

Nama : Prof. Dr. Abdul Pirol, M.Ag.  
NIP : 196911041994031004  
Jabatan : Rektor

dengan ini menerangkan bahwa

Nama : Afnan Danin Trihauli  
NIM : 17 0202 0087  
Prodi : Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
No Handphone : 081 245 065 785

Yang tersebut namanya di atas telah disetujui untuk mengadakan penelitian di Institut Agama Islam Negeri Palopo, yang dilaksanakan mulai tanggal 15 Juli s.d 10 September 2021. Dengan judul penelitian **"The Efficacy of Using Aleta Malebbie Aplication in Teaching Speaking at IAIN Palopo"** dengan ketentuan sebagai berikut:

1. Proses pengambilan data tidak mengganggu aktifitas layanan administrasi;
2. Data yang sifatnya rahasia harus dirahasiakan;
3. Hasil penelitian dalam bentuk Skripsi 1 rangkap disimpan di perpustakaan IAIN Palopo.

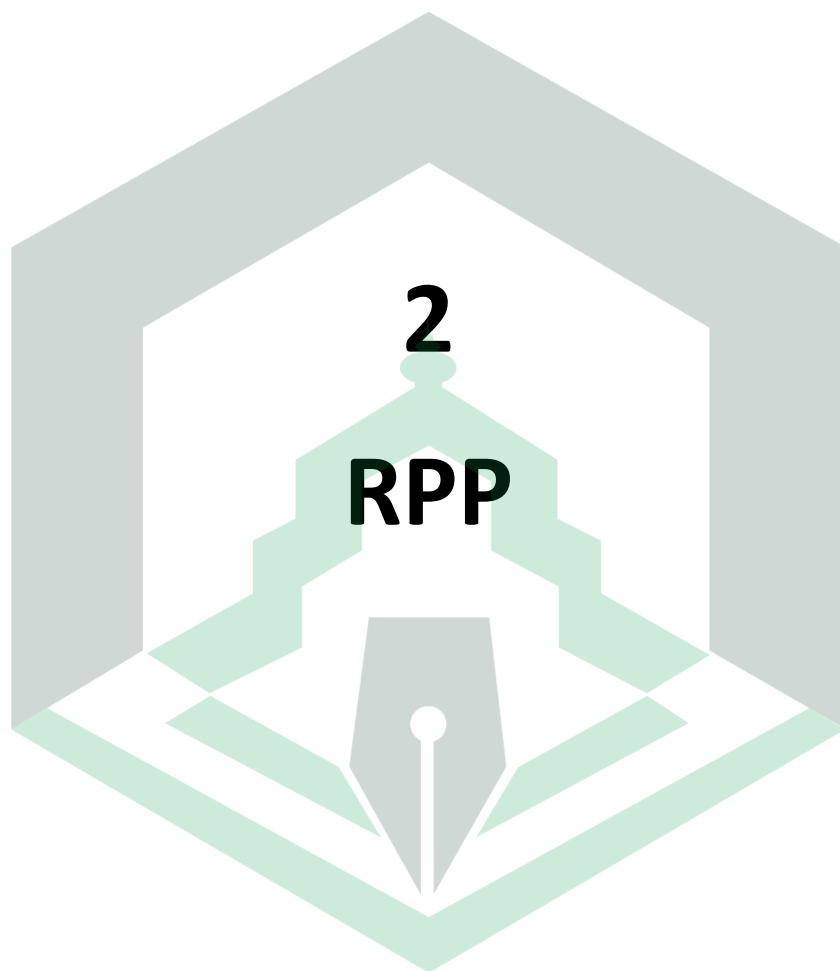
Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Ralopo, 07 September 2021

Rektor,



Dr. Abdul Pirol, M.Ag. *u*  
NIP 196911041994031004



# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institusi : IAIN Palopo  
Mata Kuliah : Bahasa Inggris  
Materi Pokok : Self-Introduction  
Alokasi Waktu : 60 Menit

## A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari Aplikasi Aleta Malebbie, peserta didik dapat, diharapkan untuk Memahami apa yang disampaikan atau yang dibicarakan dalam kehidupan sehari-hari.

## B. Model Pembelajaran

Teacher - Students.

## C. Media/Sumber Belajar

1. Aleta Application.
2. Laptop, Speaker, Worksheet, Application

## D. Langkah-Langkah Pembelajaran

### Kegiatan Pendahuluan (20 Menit)

1. Melakukan pembukan dengan salam pembukan, dan berdoa untuk melalui pembelajaran, dan siswa mengisi daftar hadir.
2. Guru menjelaskan gambaran terkait materi *Self Introduction*.
3. Guru menginstruksikan kepada siswa untuk mengikuti *petunjuk Aplikasi Aleta Malebbie'e*.

**Kegiatan Inti (35 Menit)**

1. Guru memaparkan materi dalam dari aplikasi *Aleta Malebbi'e*.
2. Peserta didik diberi kesempatan untuk berbertanya mengenai materi pembahasan yang di sampaikan oleh guru, bila masih ada yang belum mereka pahami.
3. Guru memberikan *fun activity* dengan *games guessing gesture*.

**Kegiatan penutup (5 Menit)**

1. Guru menyampaikan kesimpulan mengenai pembelajaran.
2. Guru memberikan penguatan berupa motivasi dan wejangan.
3. Menutup kegiatan pembelajaran dengan membaca doa.



# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institusi : IAIN Palopo  
Mata Kuliah : Bahasa Inggris  
Materi Pokok : My Family  
Alokasi Waktu : 60 Menit

## A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari aplikasi aleta malebbie, peserta didik dapat diharapkan untuk Memahami apa yang disampaikan atau yang dibicarakan dalam kehidupan sehari-hari.

## B. Model Pembelajaran

Teacher - Students.

## C. Media/Sumber Belajar

1. Aleta Application.
2. Laptop, Speaker, Worksheet, Application

## D. Langkah-Langkah Pembelajaran

### Kegiatan Pendahuluan (20 Menit)

1. Melakukan pembukan dengan salam pembukan, dan berdoa untuk melalui pembelajaran, dan siswa mengisi daftar hadir.
2. Guru menjelaskan gambaran terkait materi *My Family*.
3. Guru menginstruksikan kepada siswa untuk mengikuti *petunjuk Aplikasi Aleta Malebbie'e*.



**Kegiatan Inti (35 Menit)**

1. Guru memaparkan materi dalam dari aplikasi *Aleta Malebbi'e*.
2. Peserta didik diberi kesempatan untuk berbertanya mengenai materi pembahasan yang di sampaikan oleh guru, bila masih ada yang belum mereka pahami.
3. Guru memberikan *fun activity* dengan *games matching pictures*.

**Kegiatan penutup (5 Menit)**

1. Guru menyampaikan kesimpulan mengenai pembelajaran.
2. Guru memberikan penguatan berupa motivasi dan wejangan.
3. Menutup kegiatan pembelajaran dengan membaca doa.



# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institusi : IAIN Palopo  
Mata Kuliah : Bahasa Inggris  
Materi Pokok : Future Plan  
Alokasi Waktu : 60 Menit

## A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari Aplikasi Aleta Malebbie, peserta didik dapat, diharapkan untuk Memahami apa yang disampaikan atau yang dibicarakan dalam kehidupan sehari-hari.

## B. Model Pembelajaran

Teacher - Students.

## C. Media/Sumber Belajar

1. Aleta Application.
2. Laptop, Speaker, Worksheet, Application

## D. Langkah-Langkah Pembelajaran

### Kegiatan Pendahuluan (20 Menit)

1. Melakukan pembukan dengan salam pembukan, dan berdoa untuk melalui pembelajaran, dan siswa mengisi daftar hadir.
2. Guru menjelaskan gambaran terkait materi *Future Plan*.
3. Guru menginstruksikan kepada siswa untuk mengikuti *petunjuk Aplikasi Aleta Malebbie'e*.

**Kegiatan Inti (35 Menit)**

1. Guru memaparkan materi dalam dari aplikasi *Aleta Malebbi'e*.
2. Peserta didik diberi kesempatan untuk berbertanya mengenai materi pembahasan yang di sampaikan oleh guru, bila masih ada yang belum mereka pahami.
3. Guru memberikan *fun activity* dengan *arranging words*.

**Kegiatan penutup (5 Menit)**

1. Guru menyampaikan kesimpulan mengenai pembelajaran.
2. Guru memberikan penguatan berupa motivasi dan wejangan.
3. Menutup kegiatan pembelajaran dengan membaca doa.



# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institusi : IAIN Palopo  
Mata Kuliah : Bahasa Inggris  
Materi Pokok : My Friends  
Alokasi Waktu : 60 Menit

## A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari aplikasi aleta malebbie, peserta didik dapat diharapkan untuk Memahami apa yang disampaikan atau yang dibicarakan dalam kehidupan sehari-hari.

## B. Model Pembelajaran

Teacher - Students.

## C. Media/Sumber Belajar

1. Aleta Application.
2. Laptop, Speaker, Worksheet, Application

## D. Langkah-Langkah Pembelajaran

### Kegiatan Pendahuluan (20 Menit)

1. Melakukan pembukan dengan salam pembukan, dan berdoa untuk melalui pembelajaran, dan siswa mengisi daftar hadir.
2. Guru menjelaskan gambaran terkait materi *My Friends*.
3. Guru menginstruksikan kepada siswa untuk mengikuti *petunjuk Aplikasi Aleta Malebbie'e*.

**Kegiatan Inti (35 Menit)**

1. Guru memaparkan materi dalam dari aplikasi *Aleta Malebbi'e*.
2. Peserta didik diberi kesempatan untuk berbertanya mengenai materi pembahasan yang di sampaikan oleh guru, bila masih ada yang belum mereka pahami.
3. Guru memberikan *fun activity* dengan *games Class Survey*.

**Kegiatan penutup (5 Menit)**

1. Guru menyampaikan kesimpulan mengenai pembelajaran.
2. Guru memberikan penguatan berupa motivasi dan wejangan.
3. Menutup kegiatan pembelajaran dengan membaca doa.





**3**

**HASIL PRE-TEST**

**Instrumen Pre-Test**  
**(Result)**

Nama : Nurul Fikriyyah Taqwa

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your hobby and why?	✓				
2	When and where was your born?	✓				

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your hobby and why?	✓				
2	When and where was your born?	✓				

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your hobby and why?	✓				
2	When and where was your born?	✓				

**Scripts:**

*My name is Nurul fikria takwa, you can call me pika I live on jalan cempaka balandai  
I mean cempaka street balandai, I was born in palopo on January 28<sup>th</sup> 2001*

## Instrumen Pre-Test

(Result)

Nama : Annisa Zidni Ananda

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your parents job?	✓				
2	What do you think about people religion?	✓				

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your parents job?	✓				
2	What do you think about people religion?	✓				

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your parents job?	✓				
2	What do you think about people religion?	✓				

### Scripts:

*What is your parents job, my father is entrepreneur. What do you think about people religion? Indonesia is unity in diversity so you know....*



## Instrumen Pre-Test

(Result)

Nama : Sri Rahmiati Somp

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your parents job?	✓				
2	What do you think about people religion?	✓				

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your parents job?	✓				
2	What do you think about people religion?	✓				

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your parents job?	✓				
2	What do you think about people religion?	✓				

Scripts:

*What is your parent job? My parent job is farmer and teacher. What do you think about people religion? When I was school, I have many friends*

## Instrumen Pre-Test

(Result)

Nama : Nurul Inayah

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	Who is your bestfriend and why?	✓				
2	How you achieve your ambition?	✓				

No.	Questions	Accuracy				
		1	2	3	4	5
1	Who is your bestfriend and why?	✓				
2	How you achieve your ambition?	✓				

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Who is your bestfriend and why?		✓			
2	How you achieve your ambition?		✓			

Scripts:

*My bestfriend is poppy, my ambition is to be a teacher right now.*

## Instrumen Pre-Test

(Result)

Nama : Nurjihadilla

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	Who is your bestfriend and why?	✓				
2	How you achieve your ambition?	✓				

No.	Questions	Accuracy				
		1	2	3	4	5
1	Who is your bestfriend and why?		✓			
2	How you achieve your ambition?		✓			

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Who is your bestfriend and why?		✓			
2	How you achieve your ambition?		✓			

Scripts:

*My bestfriend is my mom, second answer is focus on my goals and punya lebih banyak lagi mimpi.*

## Instrumen Pre-Test

(Result)

Nama : Ikhlusal

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your parents job?	✓				
2	What do you think about people religion?	✓				

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your parents job?	✓				
2	What do you think about people religion?	✓				

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Who is your bestfriend?	✓				
2	What do you think about people religion?	✓				

Scripts:

*My bestfriend is andi paso. The religion of people is no problem*

## Instrumen Pre-Test

(Result)

Nama : Amelia

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your parents job?		✓			
2	What do you think about people religion?					

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your parents job?		✓			
2	What do you think about people religion?		✓			

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your parents job?		✓			
2	What do you think about people religion?		✓			

### Scripts:

*Name is amelia I was born on may 1999, the first question is what is your parent job? My father is post officer and my mother is a house wife I think that consist a lot of variety.*

## Instrumen Pre-Test

(Result)

Nama : Andi Paso

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	Who is your bestfriend and why?		✓			
2	Where do you study?		✓			

No.	Questions	Accuracy				
		1	2	3	4	5
1	Who is your bestfriend and why?	✓				
2	Where do you study?	✓				

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Who is your bestfriend and why?	✓				
2	Where do you study?	✓				

Scripts:

*Because we do thinks together, we are have many common, i want to be a tourguide.*

## Instrumen Pre-Test

(Result)

Nama : Muh. Farhan

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your hobby and why?		✓			
2	When and where was your born?					

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your hobby and why?	✓				
2	When and where was your born?	✓				

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your hobby and why?	✓				
2	When and where was your born?	✓				

Scripts:

*My name is farhan harbin, you can call me ian. I was born in palopo, 12 January 2001. Playing games.*



## Instrumen Pre-Test

(Result)

Nama : Wilda Kumala Dewi

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	Who is your bestfriend and why?		✓			
2	How you achieve your ambition?		✓			

No.	Questions	Accuracy				
		1	2	3	4	5
1	Who is your bestfriend and why?	✓				
2	How you achieve your ambition?	✓				

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Who is your bestfriend and why?	✓				
2	How you achieve your ambition?	✓				

Scripts:

*Actually I don't have best friend but deket sekali, I think English is very important to my goal in the future.*



## Instrumen Pre-Test

(Result)

Nama : Andi Ananda Tasya

Semester : IV

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	Who is your bestfriend and why?	✓				
2	How you achieve your ambition?	✓				

No.	Questions	Accuracy				
		1	2	3	4	5
1	Who is your bestfriend and why?		✓			
2	How you achieve your ambition?		✓			

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Who is your bestfriend and why?		✓			
2	How you achieve your ambition?		✓			

Scripts:

*So my bestfriend I think there are two the name is sulistiara said and amelia. I think with hard working and keep try, try, try.*

## Instrumen Pre-Test

(Result)

Nama : Muh.Abdan Syakur

Semester : IV

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your favorite subject?	✓				
2	What is your ambition and why?	✓				

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your favorite subject?	✓				
2	What is your ambition and why?	✓				

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your favorite subject?	✓				
2	What is your ambition and why?	✓				

Scripts:

*My favorite subject is English, my ambition is become teacher.*

**Instrumen Pre-Test**  
**(Result)**

**Nama** : Imam Fadli

**Semester** : VI

**NIM** : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your hobby and why?		✓			
2	What is your favorite subject?		✓			

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your hobby and why?	✓				
2	What is your favorite subject?	✓				

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your hobby and why?	✓				
2	What is your favorite subject?	✓				

**Scripts:**

*My hobbies is watching tv and my favorite subject is math.*

## Instrumen Pre-Test

(Result)

Nama : Chandra Mayangkara

Semester : IV

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	Where do you live?	✓				
2	Where do you study?	✓				

No.	Questions	Accuracy				
		1	2	3	4	5
1	Where do you live?		✓			
2	Where do you study?		✓			

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Where do you live?	✓				
2	Where do you study?	✓				

Scripts:

*I live in perumnas, I am study in IAIN Palopo*

## Instrumen Pre-Test

### (Result)

Nama : Nurul Annisa Harli

Semester : IV

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	Where do you live?	✓				
2	Where do you study?	✓				

No.	Questions	Accuracy				
		1	2	3	4	5
1	Where do you live?		✓			
2	Where do you study?		✓			

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Where do you live?	✓				
2	Where do you study?	✓				

Scripts:

*I live in dr. ratulangi street. I am study in IAIN Palopo*



4

**HASIL POST-TEST**

## Instrumen Post-Test

(Result)

Nama : Ikhlasul

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your parents job?		✓			
2	What do you think about people religion?		✓			

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your parents job?		✓			
2	What do you think about people religion?		✓			

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Who is your bestfriend?			✓		
2	What do you think about people religion?			✓		

### Scripts:

*My bestfriend is andi paso and he is really fun to go everywhere. The religion of people, i don't think that i am having a problem with that. It is all good happens for my life and i don't think about having a friend who has a different religion is a big deal for me.*

**Instrumen Post-Test**  
**(Result)**

**Nama : Andi Paso**

**Semester : VI**

**NIM : 18 0202**

**Please answer this question below!**

No.	Questions	Fluency				
		1	2	3	4	5
1	Who is your bestfriend and why?			✓		
2	Where do you study?			✓		

No.	Questions	Accuracy				
		1	2	3	4	5
1	Who is your bestfriend and why?		✓			
2	Where do you study?		✓			

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Who is your bestfriend and why?			✓		
2	Where do you study?			✓		

**Scripts:**

*My bestfriend is ikhlas, why? Because we do thinks together, we are have many common, how you achieve ambition, i want to be a tourguide how i achieve it, i learn English so i will do my best to achieve that.*



## Instrumen Post-Test

### (Result)

Nama : Muh. Farhan

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your hobby and why?		✓			
2	When and where was your born?		✓			

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your hobby and why?		✓			
2	When and where was your born?		✓			

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your hobby and why?			✓		
2	When and where was your born?			✓		

#### Scripts:

*My name is farhan harbin, you can call me ian. I was born in palopo, 12 January 2001. So the answer for that question is playing games why do i eally likes it. To entertain myself and also i feel like competitive againstoother people as the game challenge.*

## Instrumen Post-Test

(Result)

Nama : Nurjihadilla

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	Who is your bestfriend and why?			✓		
2	How you achieve your ambition?			✓		

No.	Questions	Accuracy				
		1	2	3	4	5
1	Who is your bestfriend and why?				✓	
2	How you achieve your ambition?				✓	

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Who is your bestfriend and why?				✓	
2	How you achieve your ambition?				✓	

Scripts:

*The question is who is your best friend and why? And how you achieve your ambition? My best friend is my mom, because she is the person that I only believe and second answer is focus on my goals and having a big dream for my future.*

## Instrumen Post-Test

(Result)

Nama : Nurul Inayah

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	Who is your bestfriend and why?			✓		
2	How you achieve your ambition?			✓		

No.	Questions	Accuracy				
		1	2	3	4	5
1	Who is your bestfriend and why?				✓	
2	How you achieve your ambition?				✓	

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Who is your bestfriend and why?			✓		
2	How you achieve your ambition?			✓		

Scripts:

*My bestfriend is poppy, she is really cute. She is my favorite people to hang with because she is really the best and the kindest person i've ever met. My ambition is to be a teacher right now.*

## Instrumen Post-Test

(Result)

Nama : Nurul Fikriyyah Taqwa

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your hobby and why?				✓	
2	When and where was your born?				✓	

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your hobby and why?				✓	
2	When and where was your born?				✓	

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your hobby and why?				✓	
2	When and where was your born?				✓	

### Scripts:

*My name is Nurul fikria takwa, you can call me pika I live on jalan cempaka balandai I mean cempaka street balandai, I was born in palopo on January 28<sup>th</sup> 2001 I attend at state Islamic institute of palopo and I'm under seven grades right now, my hobby are crafting and cooking I usually do that hobby in my leisure time. What is your hobby and why? When and where was your born? As I said earlier my hobby are crafting and cooking why? Because crafting and cooking make me produce something from nature to a new product food or accessory. And the second question is when and where was you born? I was born on palopo on January 28<sup>th</sup> 2001.*

## Instrumen Post-Test

(Result)

Nama : Annisa Zidni Ananda

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your parents job?			✓		
2	What do you think about people religion?			✓		

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your parents job?				✓	
2	What do you think about people religion?				✓	

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your parents job?			✓		
2	What do you think about people religion?			✓		

### Scripts:

*My name is annisa zidni Ananda but you can call me nisa or zidni and now im 21 years old and I was born on 3<sup>rd</sup> January 2000 on tegal. What is your parents job, my father is entrepreneur and businessman he own a mini restaurant, its chicken wow, and my mother is a house wife but sometimes usually help my father. What do you think about people religion? well in Indonesia unity in diversity, everyone have right to choose their own religion*



**Instrumen Post-Test  
(Result)**

**Nama** : Sri Rahmiati Somp

**Semester** : VI

**NIM** : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your parents job?			✓		
2	What do you think about people religion?			✓		

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your parents job?			✓		
2	What do you think about people religion?			✓		

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your parents job?				✓	
2	What do you think about people religion?				✓	

**Scripts:**

*My name is sri rahmiati sompa but you can call me sri, I'm from north luwu and I live on masamba, I was born in bringin jaya 10<sup>th</sup> August 2000, I'm 21 years old right now. What is your parent job? My parent job is farmer and teacher. What do you think about people religion? When I was school, I have many friends that have their kind of religion like Hinduism, Christian, kita membangun persahabatan yang baik walaupun we have different religion we was get honored to other and we studying together.*

**Instrumen Post-Test**  
**(Result)**

**Nama : Amelia**

**Semester : VI**

**NIM : 18 0202**

**Please answer this question below!**

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your parents job?				✓	
2	What do you think about people religion?				✓	

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your parents job?			✓		
2	What do you think about people religion?			✓		

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your parents job?			✓		
2	What do you think about people religion?			✓		

**Scripts:**

*Name is amelia I was born on may 1999, the first question is what is your parent job? My father is post officer and my mother is a house wife the second question what do you think about people religion? I think that consist a lot of variety of religion such as muslim or Christian and another.*

## Instrumen Post-Test

(Result)

Nama : Wilda Kumala Dewi

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	Who is your bestfriend and why?			✓		
2	How you achieve your ambition?			✓		

No.	Questions	Accuracy				
		1	2	3	4	5
1	Who is your bestfriend and why?				✓	
2	How you achieve your ambition?				✓	

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Who is your bestfriend and why?		✓			
2	How you achieve your ambition?		✓			

### Scripts:

*My name is wilda kumala dewi, who is your bestfriend and why and how you achieve your ambition? Actually I don't have best friend but deket sekali I have three best friend from senior high school and in college I have three too, we have the same problem and goals and I just feel warm with talking with her. I want learning about English more, I think English is very important to my goal in the future.*



## Instrumen Post-Test

(Result)

Nama : Andi Ananda Tasya

Semester : IV

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	Who is your bestfriend and why?			✓		
2	How you achieve your ambition?			✓		

No.	Questions	Accuracy				
		1	2	3	4	5
1	Who is your bestfriend and why?			✓		
2	How you achieve your ambition?			✓		

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Who is your bestfriend and why?			✓		
2	How you achieve your ambition?			✓		

Scripts:

*My name is andi Ananda tasya and people call me tasya I live in dahlia Lorong pmds street, who is your bestfriend and why? The second question is how your achieve your ambition? So my bestfriend I think there are two the name is sulistiara said and amelia bahar they are my friend in senior high school why they are my bestfriend because they are my friend since high school until now, and second question is how you achieve your ambition? I think with hard working and keep trying.*

## Instrumen Post-Test

(Result)

Nama : Nurul Annisa Harli

Semester : IV

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	Where do you live?				✓	
2	Where do you study?				✓	

No.	Questions	Accuracy				
		1	2	3	4	5
1	Where do you live?			✓		
2	Where do you study?			✓		

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Where do you live?				✓	
2	Where do you study?				✓	

### Scripts:

*My name is nurul annisa harli but you can call me ann, where do you live? And where do you study? I live in dr. ratulangi street and I am studying in IAIN Palopo.*

## Instrumen Post-Test

(Result)

Nama : Chandra Mayangkara

Semester : IV

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	Where do you live?				✓	
2	Where do you study?				✓	

No.	Questions	Accuracy				
		1	2	3	4	5
1	Where do you live?			✓		
2	Where do you study?			✓		

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	Where do you live?			✓		
2	Where do you study?			✓		

### Scripts:

*My name is Chandra mayangkara, and the first question is where do you live? I live in perumnas, And where do you study? I am studying in IAIN Palopo in English Education Department of Tarbiyah Faculty.*

**Instrumen Post-Test**  
**(Result)**

**Nama : Muh.Abdan Syakur**

**Semester : IV**

**NIM : 18 0202**

**Please answer this question below!**

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your favorite subject?			✓		
2	What is your ambition and why?			✓		

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your favorite subject?				✓	
2	What is your ambition and why?				✓	

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your favorite subject?		✓			
2	What is your ambition and why?		✓			

**Scripts:**

*My favorite subject is English, my ambition is become a teacher because i like to share my knowledge to one another, and also I like to see my student becominga good human with the humanity.*

## Instrumen Post-Test

(Result)

Nama : Imam Fadli

Semester : VI

NIM : 18 0202

Please answer this question below!

No.	Questions	Fluency				
		1	2	3	4	5
1	What is your hobby and why?			✓		
2	What is your favorite subject?			✓		

No.	Questions	Accuracy				
		1	2	3	4	5
1	What is your hobby and why?			✓		
2	What is your favorite subject?			✓		

No.	Questions	Comprehensibility				
		1	2	3	4	5
1	What is your hobby and why?			✓		
2	What is your favorite subject?			✓		

### Scripts:

*My hobbies are watching tv, listening to the music, reading a book. I do have a lot of hobbies because i just think that what activities that i sually do is the part of hobby that i really into. My favorite subject is math at the time.*



**5**

**DOKUMENTASI**



Pre Test







Treatment



Post Test







**6**

**SURAT KETERANGAN  
SELESAI MENELITI**

## SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin,S.S., M.Hum

NIP : 19800613200501 1 005

Jabatan : Pendiri Komunitas IAIN Palopo English Debate Society

Menerangkan bahwa:

Nama : Afnan Danin Trihuali

NIDN : 17 0202 0085

Fakultas : Pendidikan Bhs.Inggris

Adalah benar telah melaksanakan penelitian di IAIN Palopo sesuai dengansurat izin penelitian dari Institut Agama Islam Negeri Palopo tanggal: 6 September 2021, lama penelitian tanggal 15 Juli s/d 31 Agustus 2021 di IAIN Palopo untuk kepentingan Penulisan Skripsi dengan judul "Efficacy of Using Aleta Malebbi'e Application in Teaching Speaking at IAIN Palopo".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 31 Agustus 2021



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