IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH "ENGLISH LISTENING AND SPEAKING APPLICATION" AT THE FIRST GRADE OF SMAN 2 PALOPO

A thesis

Presented as partial Fulfillment for the Attainment of S.Pd
Degree in English Education Study Program Tarbiyah and
Teacher Training Faculty State Islam Institute of Palopo

Written By

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ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022

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This thesis entitled "Improving the Students' Speaking skills through "English Listening and Speaking Application" at the First Grade of SMAN 2 Palopo" Which is Written by Lilis, Reg. Number. 17.0202.0155, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out **Wednesday, 27th of Apri 2022 M,** coincided with **26th Ramadhan 1443 H,** it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Monday, 9th May 2022
8th Syawal 1443 H

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Palopo, 16 Maret 2022

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CONSULTANT APPROVAL

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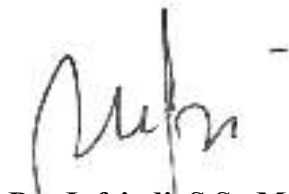   Name   : Lilis

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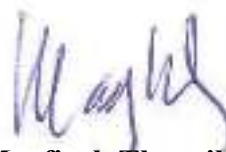
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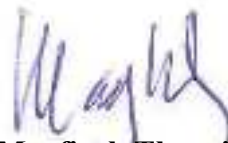>
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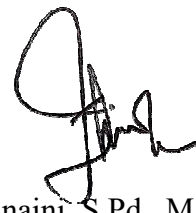Has been corrected and approved to be examined Munaqasyah Thesis

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Palopo, 16 Maret 2022

Lilis

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ABSTRACT

Lilis, 2022, *'" Improving the Students' Speaking skill through "English Listening and speaking Application" At the First Grade of SMA Negeri 2 Palopo''.* Thesis English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, Supervised by: Jufriadi and Magfirah Thayyib.

The researcher focuses on teaching Speaking skills in conversation topics and retelling stories using English Listening and Speaking Application in the First Grade of SMAN 2 Palopo. Is English Listening and Speaking Application effective in improving the students' speaking skills in the First Grade of SMAN 2 Palopo? The study objective is to determine whether or not the English Listening and Speaking application effectively improve students' speaking skills in the First Grade of SMAN 2 Palopo. Pre-experimental research is used in this study. This study's population consisted of students from class X IPA 4 SMAN 2 Palopo, and it employed purposive sampling with a sample size of 15 students. The researcher processed the pre-test and post-test data using SPSS 22 and then tabulated and analyzed percentages. The research shows that using English listening and speaking applications effectively improves students' speaking skills, as evidenced by pre-test results significantly smaller than post-test (6.73 < 8.60). The researcher concludes that using the English listening and speaking application as a practical learning medium improves students' speaking skills and confidence in speaking. Students are more enthusiastic, interested, and motivated to learn English.

Keywords: Speaking skill, English Listening and Speaking Application, Pre-experimental design

CHAPTER I

INTRODUCTION

A. Background

Language is a system of sound symbols produced by human speech tools. This means humans use that language to express and convey a message to others with a specific purpose. Apart from being a means of communication and interaction between humans, language likewise has a capacity, in particular as the character of a country.

Since English is a global language, English will likely be our primary language throughout our lives. It plays significant parts in numerous areas like training, monetary, political matters, and others that must be connected to or communicated in English.

Furthermore, English has been a compulsory requirement in some occupations. So, it is simply indicated that it is essential to master English. Thus, by mastering English, we can master some knowledge and teach it to other people so that we are, as Allah Swt commands, a human to spread the knowledge.

In order to learn and use English, a person must have the ability to speak, write, listen, and read. Of these four skills, a significant and influential thing to learn is speaking skills because It is easier to communicate if one can speak. In learning, it is essential to develop speaking skills and improve as soon as possible, even though communicating without training creates participants' skill sets to grind to a halt if something is not premised on training as anticipated.

The researcher encountered several issues while teaching English at SMAN 2

Palopo, particularly students' speaking abilities. According to one English teacher at the school, the cause of students' problems in speaking skills is the students' common vocabulary and lack of confidence to come forward to the classroom.[1] One of the students was also questioned by the researcher of SMAN 2 Palopo about it. According to the student, the problem was accurate. They lack vocabulary, making them less confident to come forward in the class and afraid of making mistakes in speaking. The students also said that the lack of a lesson description made it challenging to understand.[2]

Therefore, the researcher offers more exciting media to help kids enhance their speaking abilities. The researcher focuses on this study. Speaking problems students face, ranging from vocabulary, lack of self-confidence, and less exciting learning. The researcher uses the English Listening and Speaking Application media found on Android. Using English Listening and Speaking, Increasingly, students practice speaking inside and outside of the classroom. Using the English Listening and Speaking application can help students become better English speakers in a fun way.

The researcher did a study titled "Improving Students' Speaking Skill with "English Listening and Speaking Application" at the First Grade of SMAN 2 Palopo" based on the above explanation.

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[1] Interview with teacher English , on October 2020
[2] Chatting WhatsApp with students, on October 2020

B. Research Question

Based on the previous, the researcher formulates the following study question:

Is English Listening and Speaking Application effective in improving the students' speaking skills in the First Grade of SMAN 2 Palopo?

B. Objective of Research

The study objective is to determine whether or not the English Listening and Speaking application effectively improve students' speaking skills in the First Grade of SMAN 2 Palopo.

C. Significance of Research

The study is critical both theoretically and practically. The study findings are expected to enrich English teaching theory regarding speaking ability. In practice, the findings of this study are expected to be beneficial to English teachers, particularly those who teach speaking. As a result, Teachers can make teaching English easier and encourage students to speak English in class. This strategy should help students learn English, especially when they want to express themselves verbally.

C. Scope of the Research

The researcher focuses on teaching Speaking skills in conversation topics and retelling stories using English Listening and Speaking Application in the First Grade of SMAN 2 Palopo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The following are some of the researchers who have been linked to utilizing the Android application:

1. Selfianti, Maria Arina Luardini, and Natalina Asi (2019) have researched "Improving students' pronunciation ability in speaking using Hello English application." The research goal is to improve students' speaking pronunciation. Action research was used in this study. The researchers concluded that using Hello English could improve students' pronunciation. The application of Hello English was practical to use by the students to practice and improve their pronunciation.[3]

2. Hafifah (2019) researched with the title "The effectiveness of Duolingo in improving students' speaking skills at Madrasah Aliyah Bilingual Batu School Year 2019/2020". The research goal is to show how Duolingo can help students improve their speaking skills. This study used the quasi-experimental method to solve these issues. The Duolingo application improved the speaking skills of Madrasah Aliyah Bilingual Batu X grade students.[4]

3. Nuraeni, Winda Yanti (2020) has researched "The use of Cake Application in teaching Speaking to Senior High School students." The research goal is to assess

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[3] Selfianti, Maria Arina Luardini, Natalina Asi,"Improving students' pronunciation ability in speaking using Hellow English application," *Journal Compound* 7, no.2 (December,2019), p.50

[4] Hafifah,"The effectiveness of Doulingo in improving students' speaking skill at Madrasah Aliyah Bilingual Batu school year 2019/2020," *langEdu journal* 10, no.3, (2021), p.5

the application's effectiveness in teaching speaking skills to high school students. This study is qualitative. The Cake application encourages students to learn actively and joyfully in the classroom. Students are more focused on speaking using Cake. They do not have to worry about making mistakes because the Cake application provides immediate feedback.[5]

4. Saidna Zulfiqar A. Bin Tahir (2015) researched with the title "Improving students' Speaking skill through Yahoo Messenger at University of Iqra Buru." The study aims to see if using Yahoo Messenger improves students' speaking skills and motivation. This study is quasi-experimental. The use of Yahoo Messenger in speaking improves students' accuracy, eloquence, and comprehension. Using Yahoo Messenger also increased students' interest in speaking in the class.[6]

5. Umi Risawati (2020) researched with the title "the use of Voice Of America(VOA) Learning English application to improve students' speaking ability for the Eighth-grader of MTsN 2 Tulungagung". The study aims to improve students' speaking ability using the VOA learning English application in MTsN 2 Tulungagung class. Class action research method (CAR). The study found that students' speaking abilities improved. Each cycle, most students improved their scores. It also improves students' speaking ability with VOA

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[5] Nuraeni, Winda Yanthi, "The use of Cake application in teaching speaking to Senior High School's Students," *Bogor English Student and Teacher (BEST)* 2, no.- (November 11,2020), p.168

[6] Saida Zulfiqar A. bin Tahir, "Improving students' speaking skill through Yahoo Messenger at University of Iqra Buru, "*International Journal of Language and Linguistics* 3, no.3 (May 15, 2015), p.8, http://www.sciencepublishinggroup.com/j/ijll) doi: 10.11648/j.ijll.20150303.20.

learning English.[7]

Based on previous research, the research concludes that a teacher can use many ways or media to improve students' English speaking skills. Each media can be applied in various ways as long as it suits the needs of students. In this study, researchers used learning media to streamline students' speaking skills using an android smartphone. The difference between previous studies and this research is that they do not use the same media because this research is the first study to use English Listening and Speaking Applications. Although not using the same media, this research and previous studies have the same goal of improving the students' speaking skills.

B. Theoretical Review

1. Speaking

a. Definition of speaking

Learning English, especially speaking, is considered difficult for many students. Speaking is the capacity of individuals to utilize the language in a normal one. Speaking is the activity of passing on data or offering one's viewpoints and sentiments communicated in language. Speaking is one of the central elements of communication.[8] Speaking is a proper oral skill that entails making a series of systematic verbal utterances to convey information.[9]

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[7] Umi Risawati, "The use of Voice Of America (VOA) learning English application to improve students' speaking abilty for the eighth graders of MTsN 2 Tulungagung," Thesis, 2020.

[8] Jack C. Richards, Willi A. Renandya, *Methodology In Language Teaching: An Anthology Of Current Practice,* (Cambridge university press, 2002), p.210

[9] David Nunan, *Task Based Language Teaching,* (New York: Cambridge University Press, 2007), p.100

Speaking is used for various purposes, and each reason includes various abilities. For instance, Speaking is used to connect with individuals when we participate in a conversation with somebody. On the other hand, the reason might be to look for or offer a viewpoint or portray things to grumble about individuals' conduct. [11]

b. Functions of Speaking

In conveying messages to others, a speaker must have a purpose and want to get a response or reaction. The response or reaction is something that becomes hope. The purpose or expectations of the conversation depend on the circumstances and the speaker's wishes.

In general, the conversation's goal is as follows: [10]

1. Encourage or stimulate

When the speaker tries to excite and energize the audience, the objective of a description is considered to empower or invigorate. The natural reaction is to move or stimulate the audience's emotions. For example, Chairman Koni's speech before international competitions is intended to inspire rivals to compete with a sufficiently high soul to protect the country.

2. Convincing

The reason for an event or a discussion is supposed to be persuaded when the speaker attempts to impact the listeners' certainty, suppositions, or perspectives. The primary device in the portrayal is contention. This requires a

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[10] Madini,Salamat Purba, *Pembelajaran berbicara*, (Jakarta:Better education through reformed management and universal teacher upgrade, 2019), p.5-4

substantial proof, realities, and models that can fortify the portrayal to persuade the audience. The average response is to adjust certainty, assessment, or mentality to the issues introduced.

3. Move

The reason for a portrayal is considered moving when the speaker needs the activity or the eraser of the listeners. For instance, a call of endorsement or objection, raising support, marking a goal, or a social activity. The premise of that demonstration or act is a profound conviction or a sensation of feeling

4. Inform

The motivation behind a framework is said to illuminate when the speaker needs to give data about something that the audience can comprehend and comprehend. Such an educator is giving an example in class, a specialist introducing issues of ecological neatness, a cop conveying traffic signal issues.

5. Entertaining

When the speaker intends to satisfy or please the audience, the objective of a description is said to be reassuring. These discussions frequently occur at a wedding reception, a birthday party, or another cheerful gathering. The most vital instrument in such a description is humour. The desired response or response is a delight, delight, and joy from the listener.

b. The components of Speaking

There are three components to speaking:[11]

1. The Speakers: A person who produces sound. They help express feelings or opinions to the listener. So, if no one speaks, no opinion or feeling is expressed.

2. The Listeners: Listeners receive the speaker's opinion or feeling. If no one is listening, speakers will write their thoughts.

3. The Utterances: Utterances are words or sentences used to express an opinion. If no words are spoken, both speakers and listeners use signs.

c. Types of speaking

There are some basic types of speaking as in the following taxonomy:[12]

1. Imitative

At one end of a spectrum of speaking abilities is the ability to parrot (imitate) a word, phrase, or sentence. In addition to the phonetic level of oral production, the criterion performance may include prosodic, lexical, and grammatical properties of language.

2. Intensive

Short oral language segments are intended to demonstrate mastery of a small set of grammatical, phrasal, lexical, or phonological relationships.

3. Responsive

These include terse conversations, standard greetings and small talk, simple requests, and comments. An answer to a teacher or student's question or

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[11] Azlina Kurniati, Eliwarti, Novitri, "A study on the speaking ability of the second years students of SMK Telkom Pekanbaru," Riau University, (2015), p.3-4

[12] Ibid

comment gives instructions and directions. Those are usually adequate and meaningful responses.

4. Interactive

The length and complexity of the interaction vary between responsive and interactive speaking and can include multiple exchanges and participants. Interaction can be transactional (exchanging specific information) or interpersonal (maintaining social relationships).

5. Extensive (monologue)

For example, during speeches, oral representations, and storytelling, listeners' oral interaction is either limited (perhaps to nonverbal responses) or ruled out altogether.

The researcher used the imitative and extensive (monologue) types during the implementation of the action. The imitative type was used in the conversation topic or dialogue, and the extensive (monologue) was used to retell short stories.

d. Teaching Speaking

Learning a language is often measured by speaking it. More than reading, writing, or understanding oral language, these students define fluency as the ability to converse. They consider speaking the most important skill they can learn and measure their progress in this area. Speaking requires three types of knowledge:[13]

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[13] Marriam Bashir, "Factor Effecting Students' English Speaking skill," *British Journal of arts and social sciences* 2, no.1 (2011), p.38-39. http://www.bjournal.co.uk/BJASS.aspx.

1. Mechanics (pronunciation, grammar, and vocabulary): Using the correct words in the correct order and pronunciation.

2. Functions (transaction and interaction): Knowing when precise understanding is required (transaction/information exchange) and when it is not (interaction/relationship building).

3. Social and cultural norms (turn-taking, speech rate, speaker pauses, participant roles): Recognizing who is speaking to whom. What, when, and why.

In the communicative language teaching model, instructors help students develop this body of knowledge by providing authentic practice. They teach their students to write grammatically correct sentences, logically connected, and use acceptable (that is, comprehensible) pronunciation.

e. Aspect of Speaking

There are three general aspects to this speaking activity, namely:

1. Fluency

Fluency is the flow and efficiency of your ideas, especially when speaking. The explanation may contain a few grammatical errors, but it should be clear and demonstrate your command of the language.[14]

2. Accuracy

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[14] Https://www.brithishcouncilfoundation.id/en/english/articles/fluency-vs-accuracy Access on April, 15, 2022.

Accuracy is the ability to use correct grammar and vocabulary in natural interaction (Brown: 2001). It means allowing the speaker to focus on phonology, grammar, and discourse elements.[15]

3. Comprehensibility

A comprehensibility is a form of speaking evaluation that highlights how the speaker can understand the other person's meaning when speaking.

2. Media

a. Definition of Learning media

Learning media are tools directly used in physical education to transmit teaching materials, such as books, tape recorders, cassettes, video cameras, video recorders, film, slides (picture frames), photos, images, graphics, television, and computers.[16] Learning media are tools or physical facilities useful for conveying learning messages to students, creating a stimulus for learning.[17]

The learning media is a media that transmits learning messages to direct learning models in which teachers act as information conveyors, and in this case, teachers must use appropriate media.[18] Learning media is a physical means to deliver learning material communication in print and visual form, including

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[15] H. Douglas Brown. *Teaching by principles : interactive approach to language pedagogy, 2nd ed.* (New York: Pearson Education, 2001), p.268

[16] Arsyad, Azhar, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada.2009), p.4

[17] Hujair AH.Sanaky. *Media Pembelajaran Interaktif-Inovatif*. (Yogyakarta:Kaukaba Dipantara.2013), p.3

[18] Iwan Budiarso, "Analisis speaking siswa kampung Bahasa Bloom Bank melalui treatment permainan 2 dimensi," *Journal SAP* 11, no.2 (April, 2017), p.295

hardware technology.[19] A complete learning media is a tool educators, and students use to understand learning materials better.[20]

b. Benefits of Learning Media

Media is essential for children to learn English. Various media can be used, namely:[21]

1. Helps simplify the language learning process and perfect it.

2. Reducing the use of mother tongues.

3. Explain new concepts so that students can understand them without difficulty and misunderstanding.

4. Equal perceptions, especially if the new concept has more than one meaning.

5. Improve the quality of learning English.

6. Make learning more fun and interactive.

c. The characteristics using of Media

Given the wide range of its characteristics, no teacher would try to select carefully so that the medium could be used appropriately. About this, teachers need constant, systematic, and ministerial training exercises.

Among the general principles teachers should include in using media as a tool are:[22]

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[19] Deni Kurniawan, Cepi Riana, Rusman, *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*, (Depok: Rajagrafindo Persada, 2011), p.170

[20] Dr.H.Amka, M.SI. *Media Pembelajaran Inklusi,* (Sidoarjo: Nizamia Learning Center, 2018), p.16

[21] Kasihani K.E.Suyanto, *English for young learners*, (Jakarta: Pt.bumi aksara, 2007), p.101

[22] Drs. Muhammad Ramli,M.Pd, *Media dan teknologi pembelajaran*, (Banjarmasin: IAIN antasari press, 2012), p.12-14

1. Teaching media is viewed as a single feature of the process, or teaching system, which calls for help as time allows.

2. The teaching media should be viewed as a complementary data source.

3. Teachers using teaching media should understand the hierarchy of tools and their applications.

4. In using teaching Media, it should be put to the test for use before, during, and after using it so that the teacher does well to calculate profit and good in selecting this type of media.

5. Teaching media can be effective and efficient when organized systematically.

6. Multi-media use of teaching will benefit and smooth the student learning process and stimulate the student's passion for learning.

d. Types of Media

There are so many different types of learning media used in teaching, ranging from the most basic or least expensive to the most complicated, and from those that do not require electricity to those that do require electricity. According to Harris, Mishra, and Koehler (2009), there are six different types of media:[23]

1. Drawing or drawing lecturer modes

2. Still image

3. Audio recording

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[23] Aseptiana Parmawati, Ratih Inayah, "Improving students' speaking skill through English movie in scope of speaking for general communication," *ELTIN Journal* 7, no. 2 (October 2019), p.45

4. Motion pictures and TV

5. Real objects, simulations and

6. Programmed and computer-assisted instructions.

Several applications can be used to teach English. In this study, the researcher used English Listening and Speaking as a media for Programmed and computer-assisted instructions in teaching English. This application can teach or train students' listening and speaking, but the researcher focuses on teaching English speaking as the focus in this study.

3. English Listening and Speaking Application

a. Definition of English Listening and Speaking Application

English listening and speaking is the 9.48 version application used by the fun box, released on February 9, 2015. This app is on the play store. This app will help you listen better in English. Many lessons have levels from elementary to advanced. You can learn English using either online or offline audio streaming. It also includes a list of everyday phrases.[24]

b. Main Features of English Listening and Speaking Application

1. Thousands of English conversations and stories with audios and completed transcripts;

2. Common idioms and phrasal verbs in daily conversations;

3. Vocabulary learning and test for many topics including most commonly used words, IELTS Academic, TOEIC, TOEFL, Kid words;

4. Essay for IELTS;

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[24] Miracle FunBox, (9 february 2015), https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice

5. Irregular verbs table with audio supported;

6. English Pronunciation;

7. Names and surnames pronunciation;

8. Recognize and evaluate your pronunciation;

9. Hundreds of listening tests that improve both your listening and vocabulary abilities;

10. Sentence Building Game

11. Vocabulary Building Game

12. Word Chain Game

13. Listen to lessons online/offline;

14. Bookmark lessons.[25]

c. The advantages of using the English listening and speaking application

1. The English Listening and Speaking application can help you improve your listening and speaking abilities in English.

2. The English Listening and Speaking application help improve speaking English to become more fluent.

3. The English Listening and Speaking application testing abilities or knowledge in various test subjects there are levels from elementary school to middle school.[26]

d. The step-operating of the English Listening and Speaking Application

1. Download the app from the Google Play store.

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[25] Ibid
[26] Ibid

2. Start the program.

3. Choose what you will learn on the main menu

4. For example, "Conversation" and many other features.

e. Picture of feature for English Listening and Speaking Application

a.   Page splash screen   b. Main Menu

c.   Main menu   d. Page of Exercises

e.   The Exercises   f. The score the Exercises

4. Online Learning

Learning through the internet is fundamentally learning at a long distance (PJJ). The structure for distance learning has been in place since the mid-eighteenth century. Since the beginning, distance advancement has required innovation for the execution of getting the hang of, starting with the most straightforward innovation and progressing to the most complex. [27]

Online learning takes advantage of the internet's accessibility, adaptability, and ability to form various learning connections to provide a more personalized learning experience.[28] In an open and distributed learning environment, pedagogical tools, made possible by the internet and web-based technologies, facilitate learning and knowledge building by engaging in meaningful action and interaction.[29]

Based on some definitions of online learning above, the researcher concludes that the researcher's teaching was online learning because the research is conducted by learning long-distance and using the WhatsApp group.

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[27] Punaji Setyosari, "Pembelajaran Sistem Online: Tantangan dan Rangsangan," *Majalah ilmiah pembelajaran* 3, no. 2 (2007), p.2-3

[28] Ali Sadikin, Afreni Hamida, "Pembelajaran daring ditengah wabah covid-19," *Journal ilmiah Pendidikan* 6, no.02 (2020), p.216.

[29] Punaji Setyosari, "Pembelajaran Sistem Online: Tantangan dan Rangsangan," *Majalah ilmiah pembelajaran* 3, no. 2 (2007), p.2-3

C. Conceptual Framework

The following is how the researcher describes the conceptual framework for this study:

```
                                    ┌─────────────────────────┐
                                    │ Learning speaking at     │
                                    │ class X SMAN 2 Palopo    │
                                    └─────────────────────────┘
                                                │
                                                ▼
┌─────────────────────────┐        ┌─────────────────────────┐
│  -  Stories              │◄───────│ English Listening and    │
│  -  Conversation topics  │        │ Speaking Application     │
│  -  Test and Game        │        └─────────────────────────┘
└─────────────────────────┘                    │
                                                ▼
                                    ┌─────────────────────────┐
                                    │ Students Speaking Skill  │
                                    └─────────────────────────┘
```
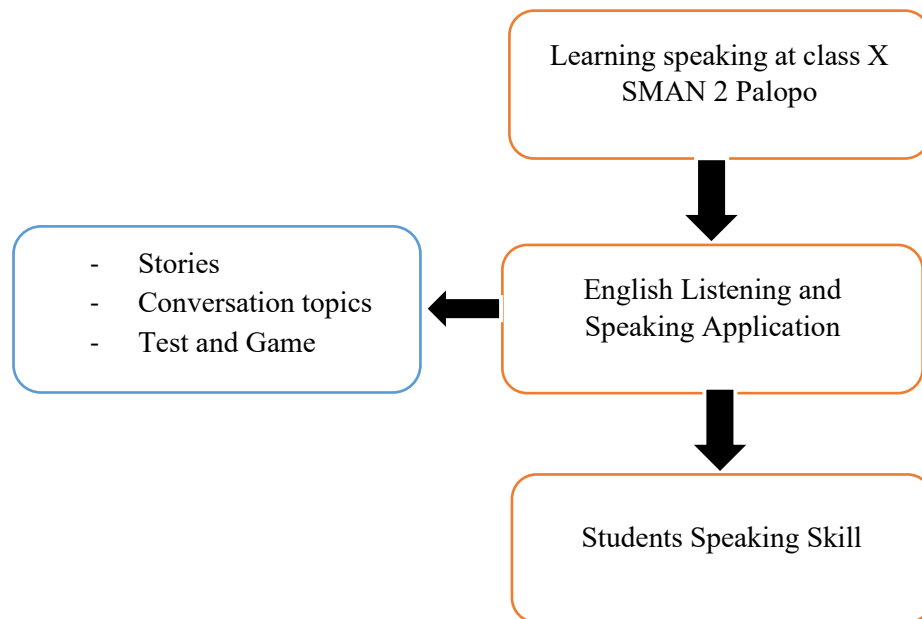
Speaking is considered one of the essential skills in the English language, as an example. It is an essential part of effective correspondence and instruction. It allows you to understand what is stated by talking about how things are said nonverbally and in body language. Many media can be used, one of which is applications found on Android.

The researcher used applications to improve students' speaking skills by providing a topic in the English listening and speaking application. This research aims to see whether the understudies' talking ability moves along. In the learning system, a scientist involved the English tuning and talking application as info or material that will work on understudies' talking capacity.

D. Hypothesis

The following is a list of the speculations that will be made in this study:

1. Null hypothesis (H_o): The English Listening and Speaking application cannot improve students' speaking skill at SMAN 2 Palopo.

2. Alternative hypothesis (H_1): The English Listening and Speaking application can improve students' speaking skill at SMAN 2 Palopo.

CHAPTER III

RESEARCH METHOD

A. Method and Design

1. Method

For the first grade students at SMA Negeri 2 Palopo, the researcher used a quantitative research method to determine the effectiveness of "English Listening and Speaking Application" to improve their oral communication skills in English.

2. Design

This research employs a pre-experimental design that applied one group pre-test and post-test. The plan of one group pre-test and the post-test design is described as follows:

Pre-test	Treatment	Post-test
O1	X	O2

Where:

O1 = Pre-test

X = Treatment

O2 = Post-test.[30]

B. Definition of Terms

The researcher defines it as follows:

1. Speaking

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[30] Sugiyono, *Metode penelitian kuantitatif dan R&D,* (Bandung: Alfabta, 2007), p.74

Speaking is a skill. It is inseparable from listening we produce text, when we speak, it should be meaningful. We can find the speaker, the listener, the message, and the feedback in communication. Speaking encourages learners to learn the English sounds.

2. English Listening and speaking Application

English listening and speaking is an application version 9.48 offered by Miracle funBox, released on 9 February 2015. This application is available on the Playstore.[31]

3. Online learning

Online learning is delivered via electronic networks and media such as WhatsApp, Google Meet, Zoom, Classroom, etc.

C. Population and Sample

1. Population

For this study, the population includes all students in first grade SMA Negeri 2 Palopo during the 2020 academic year. There are six classes in exact, with 187 students enrolled in the program.

2. Sample

Purposive sampling is the method used in this type of research. The researcher enrolled in one class, with a total enrollment of 36 students. The researcher chooses this particular class because the students in this class have poor public speaking skills and lack confidence in their ability to speak.

D. Instrument of Research

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[31] Ibid

The research instrument is a speaking test administered both before and after the study. The students were given photographs divided into three categories: people, animals, and places. Students were asked to choose one of three categories of photographs presented by the researcher. Finally, students write a description of the picture they chose.

E. The procedure for Collecting Data

The data collecting of the research used the procedure below:

1. Pre-test

The pre-test was given before the researcher gave the treatment. In this section, the researcher gave a test consisting of a speaking test. The researcher gave a pre-test through WAG (WhatsApp Group). Then, the researcher asked the students to send their voice recordings to the Whatsapp group. The researcher spends a maximum of 5 minutes providing the test and obtaining data for each student.

2. Treatment

The specialist-directed treatment took five gatherings to complete. The following are the methods:

a. First meeting

1. The researcher explained the application and procedure for using the English listening and speaking application via Whatsapp group.

2. The researcher gave a conversation theme about Small Talks, with the topic Going to bed is in the English Listening and Speaking application.

3. The researcher gave time 4 until 5 minutes to read/listen to the dialogue.

4. The researcher and students practice the dialogue together by sending voice recordings via Whatsapp group.

5. Then, the researcher gave a short story with a topic about A Street in the Short Stories menu on the English Listening and Speaking application.

6. The researcher gave 5 minutes for students to read/listen to the story.

7. The researcher asked students to retell the story according to their understanding by sending a voice recording via Whatsapp group.

b. Second meeting.

1. The researcher gave a motivation for students to keep spirit about learning.

2. The researcher gave the students a conversation theme about Hobbies, with the topic Riding a Horse, in the Conversation menu in the English listening and speaking application.

3. The researcher gave 4 until 5 minutes for students to read/listen to the dialogue.

4. The researcher and students practice the dialogue together by sending voice recordings in the Whatsapp group.

5. Then, the researcher gave the students a short story about A Hobby of my family member in the Short Stories menu in the English listening and speaking application.

6. The researcher gave 5 minutes for the students to read/listen to the story.

7. The researcher asked the students to retell the short story that had been read/heard in the English listening and speaking application, according to

what they understood by sending a voice recording in the WhatsApp group.

c. Third meeting

1. The researcher gave advice or motivation to all students to stay diligent in learning.

2. The researcher gave the students a conversation theme about Shopping, with the topic Going to the store, in the Conversation menu in the English Listening and Speaking application to students.

3. The researcher gave 4 until 5 minutes for students to read/listen to the dialogue.

4. The researcher and students practice the dialogue together by sending voice recordings via Whatsapp groups.

5. After that, the researcher gave students a short story about A Shopping Center in the Short Stories menu in the English Listening and Speaking application.

6. The researcher gave 5 minutes for students to read a story.

7. After that, the researcher asked the students to retell the story according to their understanding by sending a voice recording via Whatsapp group.

d. Fourth meeting

1. The researcher motivated students to keep the spirit in the learning process.

2. The researcher gave a conversation theme about Travel and Transport, with the topic of Plane tickets, in the Conversation menu in the English Listening and Speaking application to students.

3. The researcher gave 4 until 5 minutes for students to read/listen to the dialogue.

4. The researcher and students practice the dialogue together by sending voice recordings via Whatsapp group.

5. Then the researcher gave a short story about an outdoor picnic in the Short Stories menu in the English Listening and Speaking application to students.

6. The researcher gave 5 minutes for students to read the story.

7. The researcher asked students to retell the short stories read/listen to in the English Listening and Speaking application according to what they understood by sending a voice recording via Whatsapp group.

e. Fifth meeting

1. The researcher evaluates the students' speaking skills by playing while learning.

2. The researcher gave a quiz in the games/tests in the form of Audio Listening in the English Listening and Speaking application from the tests & games menu.

3. The researcher gave a Conversation topic about A Survey from the application where each student will get answers from the audio Conversation topic they have heard.

4. The researcher gives 5 until 7 minutes for students to get answers to the dialogue.

5. Next, the researcher asked the students to retell what they understood from the conversation topic about A Survey by sending a voice recording via Whatsapp group.

6. The researcher conveyed to the students that the next meeting was a post-test.

3. Post-test

The post-test was carried out after treatment. The researcher gave a post-test through WAG (Whatsapp Group). Students were given a picture. Then, students choose from three categories: people, animals, and things in the picture to describe. After that, the students their voice recording, then sent in the Whatsapp group. The researcher spends a maximum of 5 minutes providing the test and obtaining data for each student.

F. The technique of Data Analysis

The following advances were used to assess the data collected during the pre-test and post-test:

1. Scoring classification

The information gathered by the researcher was tabulated into scoring classification.

a. Accuracy

Table 3.1 Classification of a score for accuracy speaking

Classification	Score	Criteria
Very good	4	Body language has only a minor impact on pronunciation. There are a few grammatical problems and a few misspellings.

Good	3	The mother tongue has only a minor influence on pronunciation. There are a few grammatical faults and a few misspellings, but the speech is correct.
Enough	2	The mother tongue significantly influences pronunciation, but it is not a severe phonological (pronunciation) problem. There are a few grammatical and lexical (word) errors, but not only one or two big grammatical and lexical (word) errors that confuse.
Less	1	The mother tongue influences pronunciation considerably, with faults interfering with communication. There are numerous grammatical and lexical errors.

b. Fluency

Table 3.2 Classification of a score for fluency speaking

Classification	Score	Criteria
Very good	4	Speaks with a wide range of expressions without exerting too much effort. With only one or two artificial pauses, I am looking for words now and then.
Good	3	When looking for words, you must put up some effort. However, it was generally smooth, with only a few strange lags.
Enough	2	When he stutters, he manages to convey common meanings with good emotions, but it takes a long time. Frequently have to stop and stammer with restricted expression to obtain the necessary message.
Less	1	When he searches for the intended meaning, he frequently halts and pauses for a long time. I almost gave up while speaking with an expression to continue the conversation.

c. Comprehensibility

Table 3.3 Classification of a score for comprehensibility speaking

Classification	Score	Criteria
Very good	4	The speaker's meaning and broader meaning are easy to understand. There are not many interruptions or categorizations.
Good	3	The speaker's goal and overall meaning are pretty evident. For classification, the listener must be distracted.
Enough	2	Much of what was being stated was easy to follow for the listener. Her objectives were always obvious, but she sometimes required a distraction to help her communicate or seek clarification.
Less	1	Only little chunks (typically short lines and phrases) of the dialogue can be grasped and then laboriously deciphered by someone who listened.

2. Classifying the students' score

Classifying the students' score in pre-test and post-test into the following scale:

Table 3.4 the classification score for the test

No	Score	Classification
1	86-100	Very good
2	71-85	Good
3	56-70	Enough
4	<55	Less

2. Calculating the test result of speaking by using SPSS program version 22.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this study explain the statistical data. The researcher collected pre-test and post-test scores. Another set of statistics includes a pre-test and post-test results, including mean score and standard deviation.

1. The pre-test results of the students

In the table below, the researcher provides the total students' scores in the pre-test, which include accuracy, fluency, and comprehensibility:

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

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	2	3	3	8
2	RD 02	2	2	2	6
3	RD 03	2	2	2	6
4	RD 04	2	2	3	7
5	RD 05	2	3	3	8
6	RD 06	2	2	3	7
7	RD 07	2	2	2	6
8	RD 08	2	2	3	7
9	RD 09	2	2	3	7
10	RD 10	2	3	2	7
11	RD 11	2	3	3	8
12	RD 12	2	2	2	6
13	RD 13	2	3	3	7
14	RD 14	2	2	2	6
15	RD 15	2	2	2	6
	SCORE	30	35	36	101

On the pre-test, the students' speaking skill scores are shown in Table 4.1. Accuracy, fluency, and comprehensibility are three qualities of speaking skills. As indicated in the table below, the researcher presented and tallied the mean scores of students' speaking skills one by one:

1. Accuracy

The table of rate percentage scores shows the accuracy score. As follow:

Table 4.2 The Rate Percentage Score of Students' Accuracy in Pre-Test

Classification	Rate	Pre-Test	
		Frequency	Percentage
Very good	4	0	0%
Good	3	0	0%
Enough	2	15	100%
Less	1	0	0%
Score		15	100%

Table 4.2 shows that there are no students who got very good, good, less scores, 15 students (100%) got enough scores.

2. Fluency

As stated in the table below, the fluency score is expressed as a percentage of the total score:

Table 4.3 The Rate Percentage Score of Students' fluency in Pre-Test

Classification	Rating	Pre-Test	
		Frequency	Percentage
Very good	4	0	0%
Good	3	3	20%
Enough	2	12	80%
Less	1	0	0%
Score	15		100%

Table 4.3 depicts the fluency score, revealing that no student received a very good or less score. Three students (20%) received a good score, while 12 students (80%) received enough scores.

3. Comprehensibility

In the table of rate % scores, the comprehensibility score is shown. As an example, consider the following:

Table 4.4 The Rate Percentage Score of Students' Comprehensibility in Pre-Test

Classification	Rating	Pre-Test	
		Frequency	Percentage
Very good	5	0	0%
Good	4	8	53,5%
Enough	3	7	46,5%
Less	2	0	0%
Score		15	100%

Table 4.4 shows that there is no student with very good and less score (0%). 8 students (53.5%) got a good score, while 7 students (46.5%) got enough score.

4. The students' results in post-test

In the table below, the researcher provides the total students' scores in the pre-test, which include accuracy, fluency, and comprehensibility:

Table 4.5 The Score of Students' Speaking Skills in the Post-Test

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	3	4	4	11
2	RD 02	2	3	3	8
3	RD 03	3	3	3	9
4	RD 04	3	3	4	10
5	RD 05	3	4	4	11
6	RD 06	2	3	3	8
7	RD 07	2	3	3	8
8	RD 08	2	3	3	8
9	RD 09	2	3	4	9
10	RD 10	2	3	3	8
11	RD 11	2	3	3	8
12	RD 12	2	2	3	7
13	RD 13	2	3	3	8
14	RD 14	2	3	3	8
15	RD 15	2	3	3	8
		34	46	49	129
	SCORE		MEAN SCORE		8,60

The researcher on the other hand, assessed the students' speaking abilities using the English Listening and Speaking application, which was presented in the form of a distribution frequency table and percentage as follows:

1. Accuracy

The researcher also obtained the accuracy score of the students who were treated with the English Listening and Speaking Application. The following percentage value represents this:

Table 4.6 The Rate Percentage Score of Students' Accuracy in Post-Test

| Classification | Rating | Post-Test | |
		Frequency	Percentage
Very good	4	0	0%
Good	3	4	26,6%
Enough	2	11	73,4%
Less	1	0	0%
Score		15	100%

Table 4.6 shows that no student got very good and less score. 4 students (26,6%) got a good and 11 students (73,4%) got enough score.

2. Fluency

The following table represents the frequency of students' fluency:

Table 4.7 The Rate Percentage Score of Students' fluency in Post-Test

| Classification | Rating | Post-Test | |
		Frequency	Percentage
Very good	5	2	13,4%
Good	4	12	80%
Enough	3	1	6,6%
Less	2	0	0%
Score		15	100%

Table 4.7 shows the score of fluency in percentage. It showed there is no student got less (0%) score. 2 students (13,4%) got a very good score, 12 students (80%) got a good score, and there was only 1 student (6,6%) who got enough score.

3. Comprehensibility

The comprehensibility score is shown in the table of rate percentage scores. The following is an example:

Table 4.8 The Rate Percentage Score of Students' Comprehensibility in Post-Test

| Classification | Rating | Post-Test | |
		Frequency	Percentage
Very good	4	4	26,6%
Good	3	11	73,4%
Enough	2	0	0%

36

Less	1	0	0%
Score		15	100%

Table 4.8 shows that no student gets enough and fewer scores. 11 students (73.4%) got good scores, and 4 students (26.6%) got a very good score.

4. The comparison between the result in pre-test and post-test

This section shows the mean score, and standard deviation on the pre-test and post-test then contrasts the two and shows the average score in each component of speaking skills (accuracy, fluency, and comprehensibility). The following is a descriptive statistic table with the results:

Table 4.9 The Mean score and Standard deviation of pre-test and post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	6.73	15	.799	.206
	Posttest	8.60	15	1.183	.306

Table 4.9 shows the paired sample statistic for pre-test and post-test. This shows that the value standard deviation of the pre-test is (0.799) and the post-test is (1.183). The standard error deviation in the pre-test is (0.206) and in the post-test is (0.306). The table above also shows that the mean score of the pre-test is (6.73) and the mean score of the post-test is (8.60). The conclusion is that the students' scores improved from (6.73) to (8.60).

Table 4.10 The Paired Samples Correlations of pre-test and post-test

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	15	.635	.011

Table 4.10 displays the correlation of matched samples based on the Pre-Test and Post-Test results. The correlation between students' abilities before and after treatment was 0.635. As seen in the table above, there is a strong link between students' capacity to learn speaking and their English Listening and Speaking Application scores.

Table 4.11 The Paired Samples test of pre-test and post-test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Pretest-Post test	-1.867	.915	.236	-2.374	-1.360	-7.897	14	.000

The paired sample test data retrieved from table 4.11 revealed t0 (count) = 7.432 and df (degrees of freedom) = 14. 0.00 (p0.05) is the significance value. As a result, the H_o hypothesis is automatically rejected, and the H_1 hypothesis is accepted. A significant difference existed between the results of the pre-test and the results of the post-test. The findings revealed a significant difference in the way speaking was taught before and after the use of the English Listening and Speaking program. Therefore, the researcher believes that employing the English Listening and Speaking Application to teach students in class X IPA 4 speaking skills will be beneficial in the long run.

B. Discussion

The students of class X IPA 4 SMAN 2 Palopo who participated in this study and still had basic English speaking was first given a pre-test. Some students' common vocabulary lacks confidence income forward of the class. So, it is necessary to give confidence and motivation so the students feel confident to give their best. Furthermore, some students still use the internet to get translated answers. The study aims to determine the effectiveness of the English Listening and Speaking application and whether it could improve the Speaking ability of class X IPA 4 students of SMAN 2 Palopo.

These research findings show that the English Listening and Speaking application has succeeded in improving students' speaking skills. The rise could be seen. Students' mean pre-test score was 6.73 (enough), and their mean post-test score was 8.60 (very good). The data were analyzed using the tt standard of the signification of 5% with t0 (count) = 7.432 and df (degrees of freedom) = 14. The significance level is 0.00 (p0.05). As a result, the Ho hypothesis is rejected, and the Hi hypothesis is accepted. Students who are motivated and enthusiastic about their studies and eager to learn English may be present. Students are more confident in describing people, animals, and things in the post-test.

The Researcher found several problems during the study, including that students continued to use Google to find answers. Students continue to read the text because of the lack of vocabulary, so it is not easy to speak without reading it. Furthermore, after doing the research, the researcher found a weakness in this

study: the researcher should have recorded video during the pre-test and post-test, not with voice recordings. Furthermore, one student did not fulfil the pre-test and post-test, which was out of what was directed by the researcher.

The researcher chose samples RO2 and RO3 because these two samples included improved aspects of accuracy and fluency. These two samples also made it easier for listeners to understand what they were saying. The researcher demonstrates this research finding by presenting an example of student speaking:

1. Pre-test

The researcher gave students pictures of people, animals, and places to describe in the pre-test.

R02

Assalamualaikum warahmatullahi wabarakatu. Introduce my name is Inka Damayanti. I will describe about the rabbits….(pause).. Rabbits are small mammals found in several parts of the world,rabbits are similar… (pause).. to rodents in the they have incisor teeth that the continually grow. rabbit are herbivor mammals, the eat vegetables, tree bark and herbs, rabbit diet is very important, the wrong food can kill rabbits,….(pause) rabbit have long ears with can be more than ten sentimeter long,and they are ears are probably and adaptation for detecting predators, they have large powerful hind legs, the two front paws have….(pause) five toes, the extra called the dewclaw, the hind feet have four toes. Their size can range anywhere from twety sentimeter in legth and zero four kilogram in weight to fivetyn sentimeter and more than two kilogram, the for is most commonly long and soft, with colors such as shades of brown, gray and buf, rabbits tail as a little plume of brownish fur and rabbits can see nearly three hundred sixty degrees with a small blind spot at the bridge of the noise, thank you.

R03

Assalamualaikum warhamatullahi wabarakatu, perkenalkan nama saya Dea Indriani. I will describing people Susilo Bambang Yudhoyono......(pause)..look at the picture that is of President picture the name is Mr. Susilo Bambang Yudhoyono, he is beetwen Mr Ani Yudhoyono and Mr Budiono, he is wearing black school. Susilo Bambang Yudhoyono won the two thousand and four presidential election, the first direct president election in Indonesian. Defeating in cumbent president Megawati Sukarnoputri. He was srowng into office on October two thousand and four, together with Jusuf Kalla as vice president. He ran for election in two thousand and nine with Budiono as his running mate and won with an out right major of the votes in the first round of balloting. He was srowng in for a second term on October two thousand and nine. Thank you.

2. Post-test

The researcher confirmed that the students had a picture of the people, animals, and things to be described in the post-test.

R02

Asssalamualikum warahmatullahi wabarakatu. hello. Let me introduced my self. My name is Inka Damayanti. I will described joko widodo. Joko Widodo or jokowi is a political and businessman. And joko Widodo is a presidential of Indonesia. Jokowi has brown skin and short black hair, small eyes, tall and think. Jokowi like to wear simple clothes in white shirt and black pants. Thank you. Assalamualikum warahmatullahi wabarakatu.

R03

Assalamualiakum warahmatullahi wabarakatu. Hai my name is Dea Indriani. I will describe about what flower vases, a flower vases is not object that have a very beautiful shift in edition flower vases are also the credit attractive colors and unique design all of that there where flower vases made fly, clay is a gray black clay the structure is very easy to saw, so this often as a basic materials for hand the clay and one of them is a flower for makes how to make flower vases

the clay is not easy, first of all we are only given a save less. Then, with the machine we start to say that clay according to the save of the vases that we walls, not in fluently the save is does not that happen three process making flower that's from the beginning again inform in flower vases from their learn that's good result. We need passion and first appearance there is all. Thank you wassalamualaikum warahmatullahi wabarakatu.

The previous examples show the growth of two students who became representatives for all samples. The clarification might be divided into three main parts (accuracy, fluency, and comprehensibility).

RO2

1. Accuracy

The sample pronunciation is more influenced by the native language, with a few severe grammatical errors, including *"....the two front paws have....(pause) five toes, the extra called the dewclaw, the hind feet have four toes. Their size can range anywhere from twety sentimeter in legth and zero four kilogram in weight...."*. Throughout that pre-test, the sample decided to make a lexical error including such *twety sentimeter in legth and zero four kilogram in weight* that should be *twenty centimeters in length and weighed zero point four kilo.*

The sample's post-test accuracy had been developed.. *Let me introduce myself. My name is Inka Damayanti.*

2. Fluency

The fluency aspect evaluated the sample's effort in having to search for an expression or word while also speaking. Furthermore, as per the data above, the

data set that stutters in a pre-test, including in *"...the two front paws have...(pause) five toes, the extra called the dewclaw,..."*. The sample suddenly stopped at this moment. The result decided to search for the based meaning during a long pause before attempting to stop transmission. The categorization for the sample was adequate based on that example.

When there is no word "e" in the post-test, fluency has been advanced even though it was preferable to those in the pre-test when such sample was stopped. However, apart from that, the sample successfully communicated the overall purpose.

3. Comprehensibility

The comprehensibility category represents how easy this is for the hearer to understand the speaker's intention in general. As per the data presented above, the listener could understand more than what is said but must seek classification when the speaker speaks in a longer sentence. For illustration, evaluate the two statements: *"...the for is most commonly long and soft, with colors such as shades of brown, gray and buff,"*

According to the answers presented above, the sample could be classified as poor. The majority of what the speaker said was simple to comprehend in the post-test, and several interruptions were expected to help different sampling incomprehensibility.

RO3

1. Accuracy

The testing pronunciation is more influenced by the native language in this regard, with these few significant grammatical mistakes including such:

"….*I will describing people Susilo Bambang Yudhoyono......(pause)..look at the picture .".* Throughout that pre-test, the sample decided to make a grammatical error including such: *I will describing people Susilo Bambang Yudhoyono* that should be *I will describe Susilo Bambang Yudhoyono*

This same material's post-test accuracy was already created.. *Hai, my name is Dea Indriani.*

2. Fluency

This same fluency component assessed the material's exertion in finding for such an interpretation and phrase while communicating. According to the data above, the sample pauses in the pre-test, such as in "...I will describe *people Susilo Bambang Yudhoyono......(pause)..look at the picture,...".* The questionnaire paused at this point. The test searched for the derived meaning during a moment's break before stopping shipment. The classification for the sample was sufficiently predicated on another illustration.

Even though there is no term "e" in the post-test, it indicates that fluency has been developed because it was better than in the pre-test when the sample was paused. Aside from that, the sample successfully communicated the overall purpose.

3. Comprehensibility

The comprehensibility factor describes what simple that is for the viewer to comprehend the viewer's actual intent overall. According to the information reported in the previous section, the viewer can comprehend much of what is said but must seek classification when the speaker speaks in a prison term. As an illustration, consider declaration: *"...the first direct president election in Indonesian. Defeating in cumbent president Megawati Sukarnoputri. He was srowng into office on October two thousand and four, together with Jusuf Kalla as vice president,"*

From the interpretations provided above, the sample could be considered inadequate. Most of what the speaker said in the post-test was easy to understand, but a few disruptions were required to enable testing comprehension.

The above research is consistent with the results of other theorists' research. Like Selfianti, Maria Arina Luardini, Natalina Asi (2019) entitled "Improving students' pronunciation skills in speaking using the Hello English application." Their study revealed that the hello English application effectively improved students' speaking skills in pronunciation. Hafifah (2019) study entitled "The effectiveness of Duolingo in improving the speaking skills of Bilingual Batu Madrasah Aliyah students for the 2019/2020 academic year". Her study revealed that the Duolingo application effectively improved the speaking skills of the tenth-grade students of Madrasah Aliyah Bilingual Batu.

Previous research on the Hello English application used the Action Research method. Recent research on the DuoLingo application used the Quasi-

Experimental method, whereas this research used the Pre-Experimental method. Even with the excuse of not using the same media and method, previous research looked at the same skills in improving students' speaking skills. The use of applications in the learning process of English subjects, particularly speaking skills, plays an essential role in improving and motivating school children to learn how to communicate. Learning to speak using the English Listening and speaking application is among the efficient and intriguing methods used in learning English. Because it would encourage students to improve their interpersonal communication abilities and confidence in speaking. The researcher explained how the English listening and speaking application facilitates participants to optimize their interpersonal communication abilities. There are several ways how the English listening and speaking application improve students' speaking skills, namely:

1. English listening and speaking applications improve students' pronunciation and vocabulary by providing Vocabulary features

In the vocabulary feature, students can find words that they can use in everyday life. Students are also provided with a listening quiz to learn more vocabulary and practice their pronunciation.

2. English listening and speaking application improve students' grammar skills by providing sentences-verb features

In this feature, students are given several Daily sentences, word builders, common expressions, and others. Thus, enabling students to use grammatical rules appropriately in speaking.

3. English listening and speaking improve students' fluency and understanding by providing conversation topic features

The conversation feature presents examples of everyday conversations that can help students understand several conversations on various topics.

4. English listening and speaking provide feedback about its features

In this case, English listening and speaking application are equipped with tests/games that can evaluate improvements in speaking skills.

The study discovered the advantages and disadvantages of the English Listening and Speaking Application. The disadvantage of this English Listening and Speaking application is that too many listening files must be downloaded first, causing the file storage to be complete. Also, when listening to the audio, some ads appear.

Meanwhile, the advantage of the English listening and speaking application is that there are 4 categories that we can learn, namely:

1. English conversation: There are many daily conversation categories that we can practice to help us gain a sense of confidence in speaking English.

2. English Speaking Practice, there are several sentences ranging from standard to English accents, so they can help us understand the correct pronunciation.

3. English Listening Practice, many topics can be listened to in this application: daily life, science and technology, shopping, travel, school life, and others.

4. English Vocabulary, there is a lot of vocabulary learning, so it can effectively support us in memorizing vocabulary. You can also learn IELTS, TOEFL, and essential words.

English Listening and Speaking application also have featured a test/game, so we can take several tests from various levels, from basic to advanced, to measure our ability in English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previous chapter's findings, the researcher concludes:

English Listening and Speaking Applications as a learning media effectively improve students' speaking skills and confidence in speaking. Students are more enthusiastic about learning, interested, and motivated to learn English. The researcher findings show that the English Listening and Speaking application has improved students' speaking skills. The difference was seen in the mean performance of the pupils on the pre-test, which was 6.73 (enough), and the mean score of students on the post-test, which was 8.60 (very good). The statistical analyses were performed utilizing the tt rule of the significance of 5%, and the results were t0 (count) = 7.432 and df (degrees of freedom) = 14. 0.00 (p 0.05) is the significant level worth. As a result, the H_o hypothesis is deemed invalid, while the H_1 hypothesis is automatically accepted. Understudies may be encouraged and optimistic about studying and interested in learning English. Students are more confident in describing people, animals, and things in the post-test.

B. Suggestion

As a suggestion, the researcher would like to make the following recommendation:

1. English teachers should know that their students require engaging instructional methods so that they can increase learning motivation. Therefore, the researcher suggests that the English teacher at SMAN 2

Palopo use the English listening and speaking application as a learning medium. Besides improving speaking skills, this application also makes the learning process more exciting, and students are more enthusiastic.

2. It is suggested that students practice about is there English listening and speaking skills application by playing while learning what is in the test/game of the application outside school hours.

3. It is recommended that researchers conduct more research to identify effective forms of using English listening and speaking applications as learning media in pronunciation, reading, and vocabulary, which is a case study of other English skills. Next, suppose the research is done online. In this case, the researcher suggests that further researchers use video recordings instead of voice recordings in the pre-test and post-test to determine expressions and whether students are still reading the text, and further researchers are advised to go into more detail on how to apply the English Listening and Speaking application to students.

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APPENDICES

APPENDIX 1
INSTRUMENT OF THE RESEARCH

A. Pre-Test

1. Instructions:
   a. Choose one picture and explain what you know of this picture below:
      (a) Describe people

      (b) Describing animal

      (c) Describing place

   b. Record your explanation and send their result to WhatsApp Group.

B. Post-Test

1. Instruction
   a. Choose one picture, then describe and give your best explanation about this picture below:
      (a) Describing people

      (b) Describing Animal

      (c)   Describing thing

b. Record your explanation and send their result to WhatsApp Group.

Sumber: https://digilibadmin.unismuh.ac.id/upload/5947-Full_Text.pdf.

Palopo,11 Oktober 2021

Mengetahui,
Guru Bahasa Inggris,

Andri Irawati R, S.Pd., M.Pd
NIP.197807232003122006

A. Pre-Test

1. R01

Assalamualaikum warahmatullahi wabarakatu. Hello my name is Indriani, here I will describe a little about rabbits. Rabbits are small mammals with thick fur and long ears. Their ears are the most striking feature of this animal.

With these ears they can hear better and recognize the voices of their predators. Rabbits have strong legs, they move by jumping. Some species of rabbits can reach speeds of up to 70 kilometers per hour. As for young rabbits, they tend to walk rather than jump. Rabbits have many colors, there are white, pink, and others. Rabbits have small teeth but are very cute rabbits can live on land including vegetable-eating herbivores, And well this one animal reproduces by giving birth or vivivar

The rabbit's reproductive cycle is quite fast. In one year, it can reproduce 5 times. Rabbits usually mate at the age of 5 months or 6 months. Rabbit teeth will also always grow. Therefore, he usually eats hard or bites wood & stone to prevent teeth from growing continuously. Currently, rabbits are very popular in Indonesia. Lots of rabbit breeders who keep various types of rabbits. Even so, rabbits are animals that live in groups. He will live together with his group in order to protect each from…. (pause)…other from predators. Rabbits usually make fairly deep holes that serve as various storage and hiding places, thank you.

2. R02

Assalamualaikum warahmatullahi wabarakatu. Introduce my name is Inka Damayanti. I will describe about the rabbits….(pause).. Rabbits are small mammals found in several parts of the world, rabbits are similar… (pause).. to rodents in the they have incisor teeth that the continually grow. rabbit are herbivor mammals, the eat vegetables, tree bark and herbs, rabbit diet is very important, the wrong food can kill rabbits,….(pause) rabbit have long ears with can be more than ten sentimeter long,and they are ears are probably and adaptation for detecting predators, they have large powerful hind legs, the two front paws have….(pause) five toes, the extra called the dewclaw, the hind feet have four toes. their size can range anywhere from twety sentimeter in legth and zero four kilogram in weight to fivetyn sentimeter and more than two kilogram, the for is most commonly long and soft, with colors such as shades of brown, gray and buf, rabbits tail as a little plume of brownish fur and rabbits can see nearly three hundred sixty degrees with a small blind spot at the bridge of the noise, thank you.

3. R03

Assalamualaikum warhamatullahi wabarakatu, perkenalkan nama saya Dea Indriani. I will describing people Susilo Bambang Yudhoyono......(pause)..look at the picture that is of President picture the name is Mr. Susilo Bambang Yudhoyono, he is beetwen Mr Ani Yudhoyono and Mr Budiono, he is wearing black school. Susilo Bambang Yudhoyono won the two thousand and four presidential election, the first direct president election in Indonesian. Defeating in cumbent president Megawati Sukarnoputri. He was

srowng into office on October two thousand and four, together with Jusuf Kalla as vice president. He ran for election in two thousand and nine with Budiono as his running mate and won with an out right major of the votes in the first round of balloting. He was srowng in for a second term on October two thousand and nine. Thank you.

4. R04

Assalamualaikum warahmatullahi wabarakatu, let me introduction my self, my name is Nur Aliyah Azzahra, I will describe the Rabbit animal, the rabbit is small mammals with whiskers and distinctive long ears, it is tail is very fluffy short and around, and it is called bob, it is the most popular pers like dog and cat, there are about thirty species of rabbits around the world, small rabbit species can be as small as eight inches in length and weight less than a found, the rabbit grow to twenty inches and more than four pound, it is herbivorous, during warm months rabbit ears, herbs, peas, grasses, clovers lettuce and greens, in the winter months it eats twigh, bark and buds they like to eat carrots, rabbit live in a burrow it will always very clean a rabbit haps and can jump very far, it can make various sounds, rabbits are very social, loving and interactive creature and live in large group called colums or herds in a home called a warren, rabbit are prey animal, they are careful in open spaces, if they sense danger, they freeze and watch, their vision is a very wide field including overhead scanning. The animal like foxes, dogs, bears, weaseis and snakes are the enemy of rabbits, bird of prey sometimes take rabbits, people are also known to shoot are the rabbits because the eat crops, their escape method is to run for their burrow, where they are usually safe, grooming a rabbit is essential for their health and well being a brush at a local pershop comes in handy when grooming, it is important to groom a rabbits on a weekly basis because they tend to groom themselves obsessively, but it becomes dangerous to their heath due to the fact that they swallow so much of their fur. Thank you.

5. R05

Assalamualaikum Warahmatullahi Wabarakatu. Hai. My name is Hasrianti. Her I will read the text about Susilo Bambang Yudhoyono. General Susilo Bambang Yudhoyono his the six president of Republic Indonesia. Unlike the previus president Susilo Bambang Yudhoyono was the first president was the direcly by the people in the process of the second run of the presidential election. On September twenty two thousand and four. The best graduate of Indonesian military academic nineteen seventyn three,who is family good SBY, was born in Pacitan is Java, September nineteen fourteen nine. SBY is the only child the couple are Sukojo and Sitti Habiba. His married woman Cristiani Herawaty and as of spring name Edy Baskuro Yudhoyono and Agus Harimurtin. I think enough for me. Wassalamualikum Warahmatullahi Wabarakatu.

6. R06

Assalamualaikum warahmatullahi wabarakatu , hai my name is Nurfadillah Didipu for tenth grade sains four, I will that describing people Susilo Bambang Yudhoyono. Susilo Bambang Yudhoyono, born nine September nineteen four.... fournine, commonly referred to by his initials SBY, is an Indonesian politician and retired Army general who served as the sixth president

of Indonesia for thousand four to thousand fourteen. A member of the Democratic Party of Indonesia, he served as the four leader of the Democratic Party for thousand fourteen until thousand twenty, eight and ten coordinating Minister of Polikic…politic…politics and Security Affairs of Indonesia for thousand until thousand one, and again for thousand one until thousand four, he also served as the President of the Assembly and chair of the council of the Global Green Growth Institute. He was also the former chairman of ASEAN due to Indonesia hosting of the eighteen and nineteen ASEAN Summits. Yudhoyono one the thousand four presidential election, the first direct presidential election in Indonesia, defeating incumbent President Megawati Sukarnoputri. He was sworn into office on thousand October thousand four, together with Jusuf Kalla as president. He ran for reelection in thousand nine with Boediono as his running mate, and won with an outright major…. majority of the votes in the first round of balloting, he was sworn in for a second term on thousand October …twenty October thousand nine, thank you.

7. R07

Assalamualikum warahmatullahi wabarakatuh, my name is wirna I will describe about the rabbit. Rabbits are small mammals with fluffy, short tails, whiskers and distinctive long ears. There are more than thirty species around the world, and while they live in many different environments, they have many things in common. Rabbits and has are in the same taxono…taxonomic family, leporidae, but they are in different genera, there are eleven genera within the family, but the term true hares refers only to species in the genus Lepus all others are rabbits. Also, the American Rabbit Breeders Association recognizes fourteen nine rabbit breeds, rabbits are known for their insatiable reproductive habits for good reason. They breed three to four times each year. This is because only five…fifteen percent of baby rabbits make it to their first birthday, according to the Animal Diversity Web, So to ensure that…(pause)… the population grows, rabbits have more babies. Each pregnancy produces three to eight babies, called kittens or kits. Bunny is just an affectionate name for a rabbit, young or adult, according to Small Pet Select, after four to five weeks, a kit can care for itself. In two or three months it is red…..ready to start eee…a family of its own. If there is a lack of natural predators n area can quickly become overrun with rabbits.

8. R08

Assalamualikum warahmatullahi wabaraktu, hello my name is Irna. I will descript about the rabbit. Rabbits are cute animals and have a thick hair, they have two eyes, four legs, two ears, and a tail. Their hair has become the main attraction so many people buy rabbits because of their hair color which is really fascinating, you can see a rabbit with a variety of different hair colors such as white, black, brown, gray, and others. One of the most preferred colour is white, because of white, rabbit symbolized as a clean animal and absolutely adorable, rabbit eye is very funny and most of them are back. Some types even have a red color of eye, one of the types of rabbits that have red eyes are Australian rabbits, they have two long ears and even theirs can grow up to ten sentimeter, with their long ears, they could hear better and know the voices of their predators when approaching, rabbit ears look so funny and sometimes moving up, four feet they have are very strong,

especially the hind feet because those are used as a point for jump. Front feet have five fingers while the hind feet have four fingers. Using four legs, they can run very fast and it makes them easier to run away from chasing predators. Thank you.

9. R09

Assalamualikum warahmatullahi wabarakatu, my name is Resky Raodatuljannah, im from class tenth sains four. I will describe about Rabbit. Rabbit is a small mammals with thick fur and long ears, their ears are the most striking feature of this animal, whit this ears they can hear better and recognize the voice of their predators, rabbit have powerfull legs, they move by jumping, some species of rabbit can reach speeds of to seventy kilometers per hours, while for young rabbit they tend to walk than rather than jump. I think thanks all for me, thank you, Assalamualikum warahmatullahi wabarakatu.

10. R10

Assalamualaikum warahmatullahi wabarakatu. Introduce my name is diva Kanaya. Monkey is one premise, who was now lobsters durable collects. The Spectre is often card is human evolution by several researchers to reason with Summit Bader win because monkey has body structure is same with human body. Monkey has nobody Games for the skin into the in-house long time. They are usually left in Forex. Don't stream of bitch and Evan around of settlements. Now, monkey is an animal and the population are discrete set. Many people Church of them and ritually essentially Nation because of habitat was described by human. Thank you.

11. R11

Assalamualaikum warahmatullahi wabarakatu, hai, my name is Nadia Azzahra, from tenth grade sains four, I will read the description text of the Rabbit animals. Rabbit are small mammals found in several parts of the fou… (pause) .. world, rabbit are similar to rodents in that they have incisor teeth that continually grow, rabbits are herbivores mammals, the eat vegetables, tree bark and herbs, a rabbit diet is very important, the wrong food can kill a rabbit. Rabbits have a long ears which can be more than ten sentimeter long and the ears are probably and adaption for detecting predators, rabbit have large powerful hind legs, the two front paws have five toes, the extra called dewclaw, the hind feet have four toes. The size can range anywhere from twenty sentimeter in lenghr and zero four kilogram in weight to fivetyn sentimeter and more than two kilogram, the fur is most commonly long and soft, with colors such as shades of brown, grays, and buff, rabbits tail is a little plume of brownish fur and rabbits can see nearly three hundred sixtyn degrees with a small blind spot a the bridge of the nose. Thank you.

12. R12

Assalamualikum warahmatullahi wabarakatu. Hello, my name is syifa Lestari. I will describe about Rabbit. Rabbit are small mammals that have thick fur and long ears. Rabbits are herbivores mammals. The eat vegetables, bark and herbs, rabbit diet is very important. The wrong food can kill a rabbit. Rabbits have tail is brownish fur, and rabbit can see nearly three hundred sixty deggres with a small blind spout at the bridge the nose. Thank you.

13. R13

Assalamualikum Warahmatullahi Wabarakatu. Hello. My name is Lutfiah Putri. I will describe Rabbit. Rabbit are small mammals that have thick fur and long ears. Rabbit eat vegetable. Rabbit ears are the most easily recognizable feature of animal. Rabbit have strong legs, and can move by jumping. Some species of rabbit can reach speeds of up to seventy kilometers per hours.

14. R14

Assalamualikum warahmatullahi wabarakatu. Hi. My name is Dea Sastria. Rabbit have two pairs of legs, rabbit has long ears, so his hearing is quite strong. Favorite food rabbit is carrots. Rabbit have one uniqueness from other land animals, in andition to rabbit having long ears, and have a unique way of walking is jumping. Wassalamualikum Warahmatullahi Wabarakatu.

15. R15

Hello, my name is Muliana. I will describe Rabbit. Rabbit are mammals from the family leporidae which can be found in many parts of the earth. Rabbit reproduce by giving birth which ic keylled viviparity. Rabbit eat vegetable , the favorite food is carrot. Rabbit have strong legs and can move by jumping. Thank you.

B. Post-Test

1. R01

Assalamualikum warahmatullahi wabarakatu. hai, my name is Indriyani. I will describe the cat. Cats are a type of carnivorous animal belong to the village family. Cat habitat is on live sometimes can with humans a faith but can also life in the where cats had just station period of sixteen six thousand and sixteen three this, although kittens are born they is and is are steel be line and deaf and there is of kittens began to open when they enter the eight of two ten that's compere to other animals. Cats are animals the clean animal because cants open clean their body with live of salifah, this Salifah drink that cause allergy in human as for the characteristic of cats among others belong di two the class of mammals breath by giving beard being able to give breath three until five cops animal the over script when a cats usually rain from twelve two sixteen hours breath day with appearance number of thirty two fourteen hour having memory clean similarity with serf in a see have furious color brown, black, white, orange and many more have colors of for legs and hair short all two point five two seven kilo gram. Thank you

2. R02

Asssalamualikum warahmatullahi wabarakatu. hello. let me introduced my self. My name is Inka Damayanti. I will described joko widodo. Joko Widodo or jokowi is a political and businessman. And joko Widodo is a presidential of Indonesia. Jokowi has brown skin and short black hair, small eyes, tall and think. Jokowi like to wear simple clothes in white shirt and black pants. Thank you. Assalamualikum warahmatullahi wabarakatu.

3. R03

Assalamualiakum warahmatullahi wabarakatu. Hai my name is Dea Indriani, I will describe about what flower vases, a flower vases is not object that

have a very beautiful shift in edition flower vases are also the credit attractive colors and unique design all of that there where flower vases made fly, clay is a gray black clay the structure is very easy to saw, so this often as a basic materials for hand the clay and one of them is a flower for makes how to make flower vases the clay is not easy, first of all we are only given a save less then with the machine we start to say that clay according to the save of the vases that we walls, not in fluently the save is does not that happen three process making flower that's from the beginning again inform in flower vases from their learn that's good result. We need passion and first appearance there is all. Thank you wassalamualaikum warahmatullahi wabarakatu.

4. R04

Assalamualaikum warahmatullahi wabarakatu. let me introduce myself my name is Nurul Aliyah Azzahra, I will describe and animal there is a cat, cats are one of common but you can find in someone house, they are carious and love being cuddled by human. Cats are different between one and another. For example, some cat meow a lot, some are silent. Some cats are having long thick fur, while the other have very short fur, barely anything.

Cats love to play with human, and they also have various personalities. But generally majority of cats are not active, they tend to be lazy. Cats love it when they receive treats and the most important thing is that they love attention and being number one in the house.

5. R05

Assalamualaikum warahmatullahi wabarakatu. Hai, my name is hasrianti. I will read the post-test about president Joko Widodo or Jokowi as his closer, born in Surakarta, central java, twenty one june one thousand nine hundred sixty one. He is the seven president of Indonesia. Who started visting on twenty October two thousand fourteen. He was elected with vice president Jusuf Kalla in the two thousand fourteen presidential election. Jokowi governor DKI Jakarta from October fifteen two thousand twelve to October sixteen two thousand fourteen accompanied by Basuki Tjahja Purnama as deputy governor previously… Surakarta Solo since July twenty eight two thousand five and will and on October one two thousand twelve accompanied by Hadi Rudiotmo deputy mayor two years into his second times as mayor of Solo Jokowi was appointed by his party the Indonesian democratic patriot of struggle PDIP to contest the Jakarta gubernasional election again his Basuki Tjahja full amount or Ahok. Joko Widodo come from a simple family in fact his house three time but he was able to complete studies at the faculty of foresty Gajah Mada University. His political career began by becoming the mayor of Surakarta in two thousand five. His none for his suggest after janjing the face of Surakarta into a touring city, a city of batik. On twenty September two thousand twelve of Surakarta in two thousand five. His none for his suggest after janjing the face of Surakarta into a touring city, a city of batik. On twenty September two thousand twelve Jokowi choose the election in Jakarta his victory reflect the support of the people because his considered a young and clean leader. Even thought his more than fifty years old since being elected as governor his popularity has continued and has been in media spotlight on March fourteen two thousand fourteen Joko Widodo reserve a

main that from Megawati to run as presidential candidate, three weeks before the legislative general election and two days before the competition. Thank you. Wassalamualaikum warahmatullahi wabarakatu.

6. R06

Assalamualaikum warahmatullahi wabarakatu. hello, my name is Nurfadillah Didipu. I will describe flower. flower vases in a object that have a very beautiful shift, in edition flower vases are also the credit attractive colors and unique design. all of that there where flower vases made fly, clay is a gray black clay, the structure is very easy to saw, so this often as a basic materials for hand the clay, and one of them is a flower for makes how to make flower vases the clay is not easy, first of all, we are only given a save less then with the machine we start to say that clay according to the save of the vases that we want, not in fluently the save is does not that happen three process making flower thats from the beginning again inform in flower vases from their learn thats good result. Thank you.

7. R07

Assalamualaikum warahmatullahi wabarakatu. hay my name is Wirna, I will describe and animal that is a cat, cats are animals that are no to be the show and familiar with humans it is prepend by several types that become fats for many people other live insane houses like on other residence of the house, human also often tired gets far of the family, for example by specifying field a face it and so what this cute and sweet very animal its eight thirty carnivore animals ways than to be free day thirty because all is time nature this animals is not classifying as will animals, a talk actually that's are steel close relative to lines tigers jaguars and a number of other free day thirty animals, cats are as animals that are at deeply looking for food at night. There far it is not and coming for guess to sleep and lazy around there in the day, the vehicle from a cat a most actually same a tiger stating from the soft of dowl deep near and others is just that is body size is smaller than that of a tiger in edition gets of a head very tie of far patterns in motives the type is as a far very and the most unique think about this animals is test physiologist cosines due humans, olthough classified as free day thirty animals deserve and deep there is show in often to human. Thank you

8. R08

Assalamualaikum warahmatullahi wabarakatu. Let me introduce, my name is Irna. I will describe about Rabbit. Rabbit are small mammals, rabbit have long ears, short fluffy tail, and strong, large hind legs. Rabbit have two pairs of sharps incisors. And rabbit also have two peg teeth behind the top incisors, rabbit have varian color namely, white, black, and gray. Thank you.

9. R09

Assalamualikum warahmatullahi wabarakatu, hai. my name is Resky Raodatuljannah. I will describe about Rabbit. Rabbit are mammals of the order lagomorpha. Rabbit can be found in many parts of world, rabbit eat vegetable and they live in families, rabbit is famous for hopping and eating carrots. I think enough . thank you.

10. R10

Hay, my name is Diva Kanaya my favorite jacket is a hoodie with a silver in the center of it, this is of my cotton, the color of cotton is black the color is of hood all black but the color of front and the back at agree there are to pocket from side something very special of this jacket is always for friend on it. The ways this never give up I like it this so much because I always remains method keep going with my job is a writer, even if a lot of people that is idea the text is printed of the jess of the jacket and the color is head. Thank you

11. R11

Assamualikum Warahmatullahi Wabarakatu. Hai. My name is Nadia Azzahra. From tenth class sains four. I will describe about Cat. Cat is a carnivorous mammal belong to the feliday family. The cat habitat is on land which usually mingles with human as pets and some live in the wild. The term cat usually refers to small cats that have been tamen and kept by humans. But actually the term cat can also refers to big cats like lions and tigers animal. Thank you.

12. R12

Assalamualaikum warahmatullahi wabarakatu. Hi, my name is Syifa Lestari. I will describe Cat. Cats are one of the most common pet you can find in someone house. They are corious and love being cuddled by human. Cats are different beetwen one and other. Some cats meow a lot some are silent. Some cats are having long thick fur while the other have very short. Cats love to play with human and they also have various personality. But generally majority of cats are not active, they tend to be lazy. Cats love it when they receive treats.

13. R13

Hello. My name is Lutfiah Putri. I will describe Cat. Cats are four legged and hairy mammals, cats are carnivores. Cat have a very sharp sense of sight, cat are favorite pets because cat is very cute and adorable. Thank you

14. R14

Assalamualikum warahmatullahi wabarakatu. Hi. My name is Dea Sastria. From tenth class Sains Four. I will describe about Cat. Cat is one of the greates predator in the world, these cats can eat several thousand species, because size is not big. Cat are no danger for human. One of the thing that can arise is the possibility of rabies infection due to cat bites and also cat claws which are very painful. Cat can also be fatal to an ecosystem that is not ther natural habitat, cat ambush and immobilize prey in the same way as lion and tiger, it bites the prey neck whith sharp can in a cusing the prey to suffocate by damaging the throat.

15. R15

Good morning, my name is Muliana. I will describe people about Joko Widodo. Joko Widodo was elected as Indonesian president in july two thousand and fourteen, in a win that marked a sea change in the country politic. Born in nine hundred sixty one in Solo, a city in the centre of Java. Jokowi is the son of a wood seller. Jokowi has shown that he is clearly aware of this rising trend and has been working hard to display his Islamic credentials. Thank you

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah: SMAN 2 Palopo

Mata Pelajaran: Bahasa Inggris

Kelas / Semester: X / Ganjil

Materi Pokok: Retelling Story (Descriptive Text)

Alokasi Waktu: 2 x 45 menit

Standar Kompetensi: Mengungkapkan Makna dalam teks percakapan transaksional dan interpersonal resmi dan lanjut (sustained) dalam konteks kehidupan sehari-hari.

Kompetensi Dasar: Mengungkapkan makna dalam percakapan transaksional dengan menggunakan bahasa lisan yang sederhana secara akurat dan lancar dalam konteks kehidupan sehari- hari.

A. TUJUAN PEMBELAJARAN

Pada akhir pertemuan siswa dapat:

Pertemuan 1-5

1. Meningkatkan kemampuan berbicara siswa melalui penggunaan Aplikasi English Listening and Speaking.

2. Meningkatkan kemampuan percaya diri siswa untuk berbicara di depan teman- temanya.

B. MATERI PEMBELAJARAN

1. Materi pertemuan 1 - 5
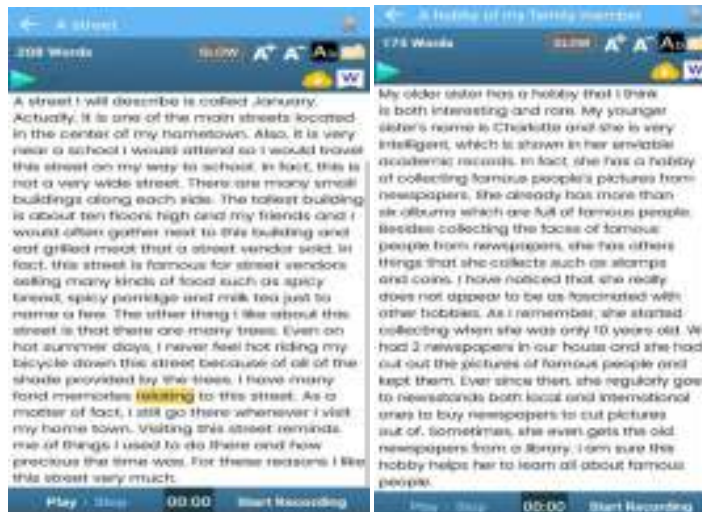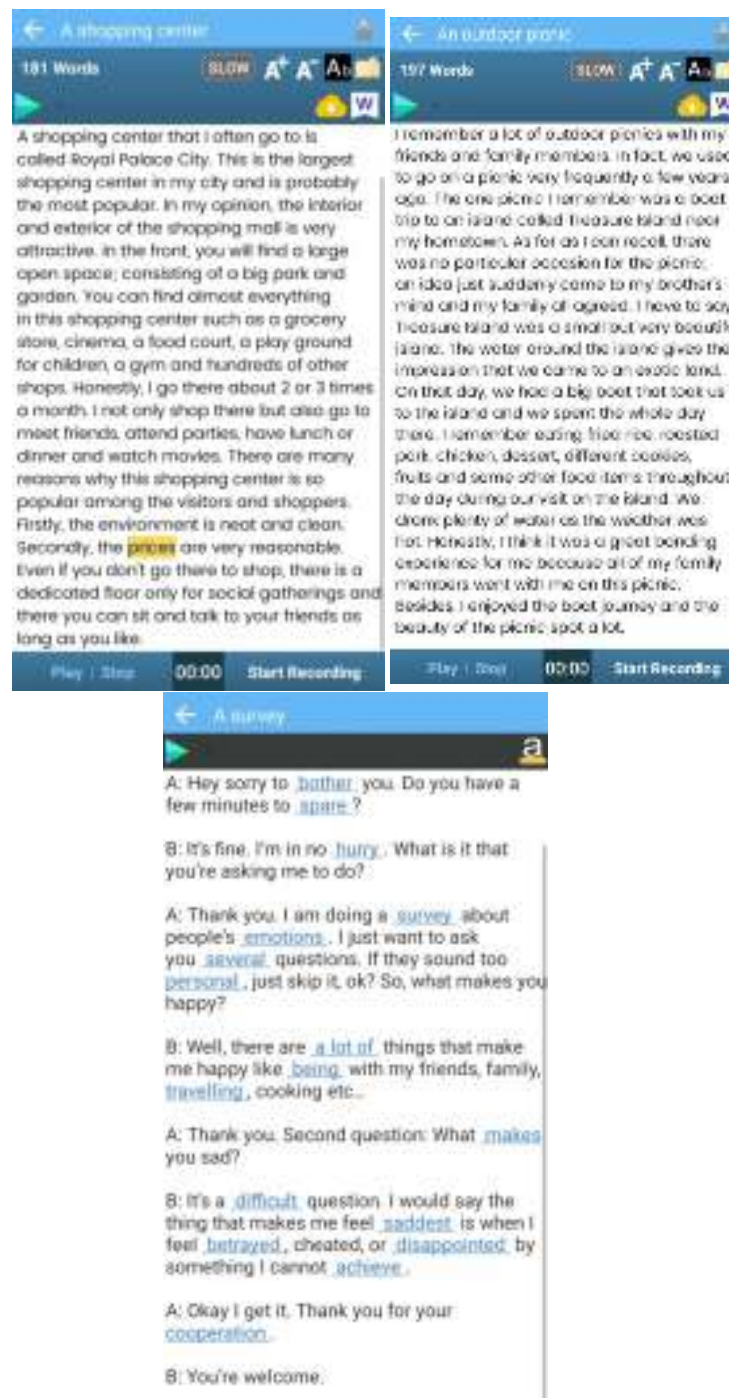
C. **MEDIA DAN ALAT/BAHAN PEMBELAJARAN**
1. Media: Aplikasi English Listening and Speaking
2. Sumber Belajar: Aplikasi English and Speaking

D. **LANGKAH – LANGKAH PEMBELAJARAN**
    PERTEMUAN KE-1
    LANGKAH – LANGKAH PEMBELAJARAN
1. **Kegiatan awal (15 menit)**

- Melakukan pembukaan dengan salam
- Guru membuka pelajaran dengan berdoa terlebih dahulu
- Guru memperkenalkan diri kepada siswa
- Guru melakukan absensi
- Guru memberitahukan tentang tujuan dan materi pembelajaran pada pertemuan yang sedang berlangsung

2. **Kegiatan inti (60 menit)**
- Guru menjelaskan penerapan dan prosedur penggunaan Aplikasi English listening and speaking via Group Whatsapp.
- Guru memberikan tema percakapan tentang **Small Talks**, dengan topik **Going to bed**, yang ada pada aplikasi English Listening and Speaking.
- Guru memberikan siswa waktu 5 menit untuk membaca/mendengarkan dialog tersebut.
- Guru dan siswa berdialog bersama dengan mengirim rekaman suara via group Whatsapp
- Kemudian peneliti memberikan cerita pendek yang bertopik tentang **A street**, yang ada pada Menu Short Stories pada aplikasi English Listening and Speaking kepada siswa.
- Peneliti memberikan waktu kepada siswa untuk membaca cerita tersebut.
- Peneliti meminta siswa untuk menceritakan Kembali cerita yang telah dibaca/didengarkan pada aplikasi English Listening and Speaking sesuai dengan yang mereka pahami, kemudian mengirim rekaman suara via Whatsapp group.

3. **Kegiatan akhir (15 menit)**
- peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran;
  Thank you very much for your participation. You did a good job today. I am very happy with your activity in the class. How about you, did you enjoy my class?
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Berdoa Bersama untuk mengakhiri pembelajaran.

PERTEMUAN KE-2

1. **Kegiatan Awal (15 menit)**
- Guru menyapa siswa
- Berdoa sebelum belajar
- Guru melakukan absensi
- Guru memberi motivasi siswa untuk tetap semangat belajar.

2. **Kegiatan Inti (60 menit)**

- Guru memberikan siswa tema percakapan tentang **Hobbies**, dengan topik **Riding a horse**, yang ada pada Menu Conversation pada aplikasi English Listening and Speaking via Whatsapp group.
- Guru memberikan waktu 4-5 menit kepada siswa untuk membaca/mendengarkan percakapan tersebut.
- Guru dan siswa berdialog bersama dengan cara mengirim rekaman suara via Whatsapp group.
- Kemudian guru memberikan siswa sebuah cerita pendek tentang **A hobby of my family member**, yang ada pada menu Short Stories pada aplikasi English Listening ang Speaking.
- Guru memberikan waktu kepada siswa untuk membaca cerita tersebut.
- Guru meminta siswa untuk menceritakan Kembali cerita pendek yang telah dibaca/didengarkan pada aplikasi English Listening and Speaking, sesuai dengan yang mereka pahami, dengan mengirim rekaman suara via Whatsapp group.

3. Kegiatan Akhir

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
  Thank you very much for your participation. You did a good job today. I am very happy with your activity in the class. How about you, did you enjoy my class?
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Berdoa Bersama untuk mengakhiri pembelajaran.

PERTEMUAN KE-3

1. Kegiatan Inti (15 menit)
- Guru menyapa siswa
- Berdoa sebelum belajar
- Guru melakukan absensi
- Guru menanyakan kabar siswa dan memberi motivasi belajar

2. Kegiatan Inti (60 menit)
- Guru memberikan siswa tema percakapan tentang **Shopping**, dengan topik **Going to the store**, di menu Conversation pada aplikasi English Listening and Speaking kepada siswa.
- Guru memberikan waktu 4-5 menit kepada siswa untuk membaca/mendengarkan dialog tersebut
- Guru dan siswa berdialog bersama dengan cara mengirim rekaman suara via group Whatsapp.
- Setelah itu, guru memberikan sebuah cerita pendek tentang **A Shopping Center**, di menu Short Stories yang ada pada aplikasi English Listening ang Speaking kepada siswa.

- Guru memberikan waktu kepada siswa untuk membaca cerita tersebut.
- Setelah itu, guru meminta siswa untuk menceritakan kembali cerita tersebut sesuai dengan apa yang telah mereka pahami, dengan mengirim rekaman suara via Whatsapp group.

3. Kegiatan Akhir
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
  Thank you very much for your participation. You did a good job today. I am very happy with your activity in the class. How about you, did you enjoy my class?
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Berdoa bersama untuk mengakhiri pembelajaran.

PERTEMUAN KE-4

1. Kegiatan Awal (15 menit)
- Guru menyapa siswa dengan menanyakan kabara
- Berdoa sebelum belajar
- Guru melakukan absensi
- Guru memberi motivasi siswa untuk tetap semangat belajar

2. Kegiatan Inti (60 menit)
- Guru memberikan tema percakapan tentang **Travel and Transport**, dengan topik **Plane ticket**, di menu Converastion yang ada pada aplikasi English Listening and Speaking kepada siswa.
- Guru memberikan waktu 4-5 menit kepada siswa untuk membaca/mendengarkan dialog tersebut.
- Guru dan siswa berdialog bersama dengan mengirim rekaman suara via Whatsapp group.
- Kemudian peneliti memberikan cerita pendek tentang **An outdoor picnic**, di menu Short Stories yang ada pada aplikasi English Listening ang Speaking kepada siswa.
- Guru memberikan waktu kepada siswa untuk membaca cerita tersebut.
- Guru meminta siswa untuk menceritakan Kembali cerita pendek yang telah dibaca/didengarkan pada aplikasi English Listening and Speaking sesuai dengan yang mereka pahami, dengan mengirim rekaman video via Whatsapp group.

3. Kegiatan Akhir (15 menit)
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;

Thank you very much for your participation. You did a good job today. I am very happy with your activity in the class. How about you, did you enjoy my class?

- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Berdoa bersama untuk mengakhiri pembelajaran.

PERTEMUAN KE-5

1. **Kegiatan awal (15 menit)**
   - Guru menyapa siswa dan menanyakan kabar
   - Berdoa sebelum belajar
   - Guru melakukan absensi
   - Guru memberi motivasi siswa untuk tetap semangat belajar.
2. **Kegiatan Inti (15 menit)**
   - Guru mengevaluasi kemampuan berbicara siswa dengan bermain sambil belajar.
   - Guru memberikan kuis berupa permainan/tes berupa Audio Listening yang ada pada aplikasi English Listening and Speaking dari menu tests & games.
   - Guru memberikan sebuah Conversation topic tentang **A Survey**, dari aplikasi dimana setiap siswa akan mendapatkan jawaban dari audio Conversation topic yang telah mereka dengar.
   - Guru memberikan waktu 5-7 kepada siswa untuk mendapatkan jawaban dialog tersebut.
   - Selanjutnya, guru akan meminta menceritakan kembali apa yang mereka pahami dari Conversation topic tersebut tentang **A Survey**, dengan mengirim rekaman via whatsapp group.
3. **Kegiatan akhir (15 menit)**
   - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
   Thank you very much for your participation. You did a good job today. I am very happy with your activity in the class. How about you, did you enjoy my class?
   - Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya yaitu post-test.
   - Berdoa bersama untuk mengakhiri pembelajaran.

E. PENILAIAN HASIL PEMBELAJARAN
   1. Penilaian pengetahuan: Speaking
   2. Rubrik penilaian speaking
1. Klasifikasi Penilaian Speaking
a. Ketepatan

Klasifikasi	Nilai	Kriteria penilaian
Very	86-100	Pengucapan hanya sedikit

Klasifikasi	Nilai	Kriteria Penilaian
good		dipengaruhi oleh bahasa tubuh. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata.
Good	71-85	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu.
Enough	56-70	Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
Less	<55	Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang meyebabkan kebingunan.
		Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal.

b. Ketetapan

Klasifikasi	Nilai	Kriteria Penilaian
Very good	86-100	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jedah yang tidak wajar.
Good	71-85	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara kseluruhan dan hanya beberapa jeda yant tidak wajar.
Enough	56-70	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas.
Less	<55	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan

c. Pemahaman

Klasifikasi	Nilai	Kriteria penilaian
Very	86-100	Mudah mendengar untuk memahami maksud

good		pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.
Good	71-85	Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mecari klarifikasi
Enough	56-70	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapa memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Less	<55	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseoarang yang mendegarkan pembicaraan.

2. Pedoman Penskoran

Classifying the score of the students into four levels as follows:

No	Score	Classification
1	86-100	Very good
2	71-85	Good
3	56-70	Enough
4	<55	Less

Palopo, 11 Oktober 2021

Mengetahui,
Guru Bahasa Inggris,   Peneliti
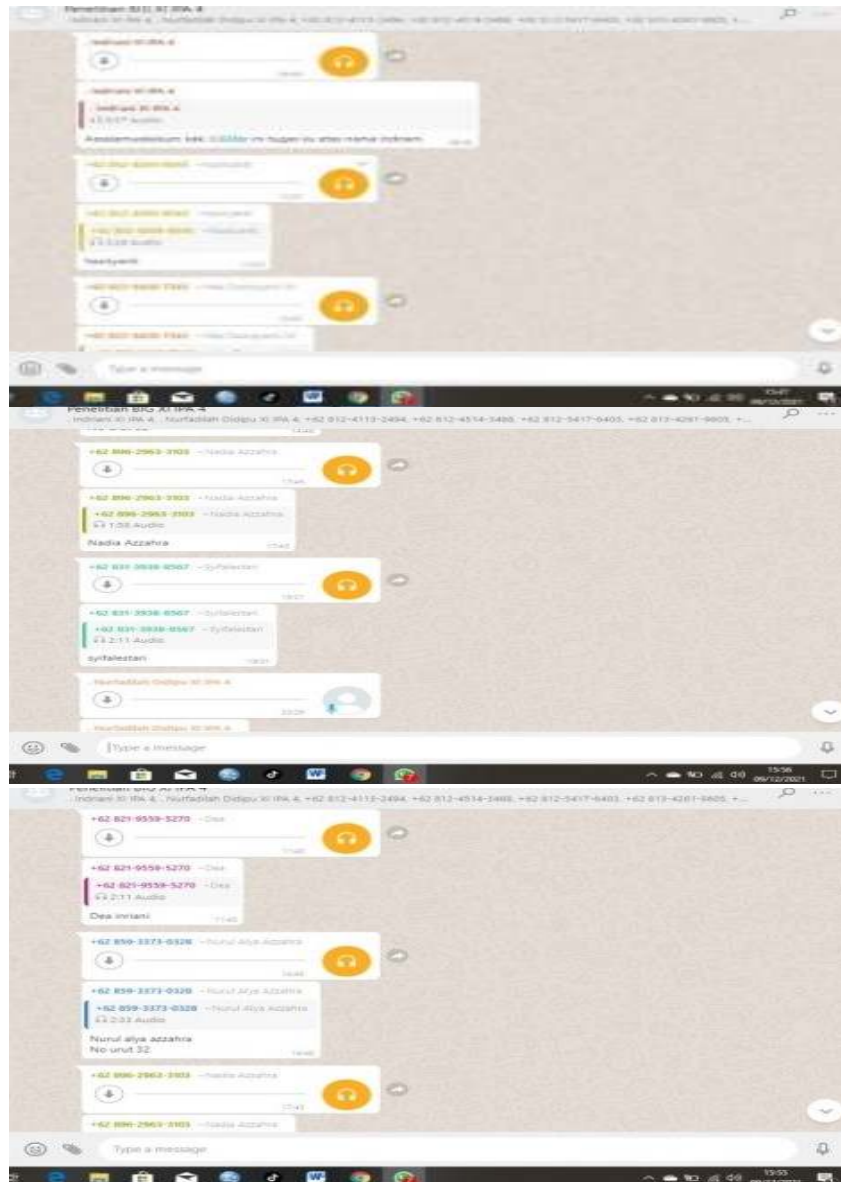
Andri Irawati R, S.Pd., M.Pd   Lilis
NIP.197807232003122006   NIM.1702020155
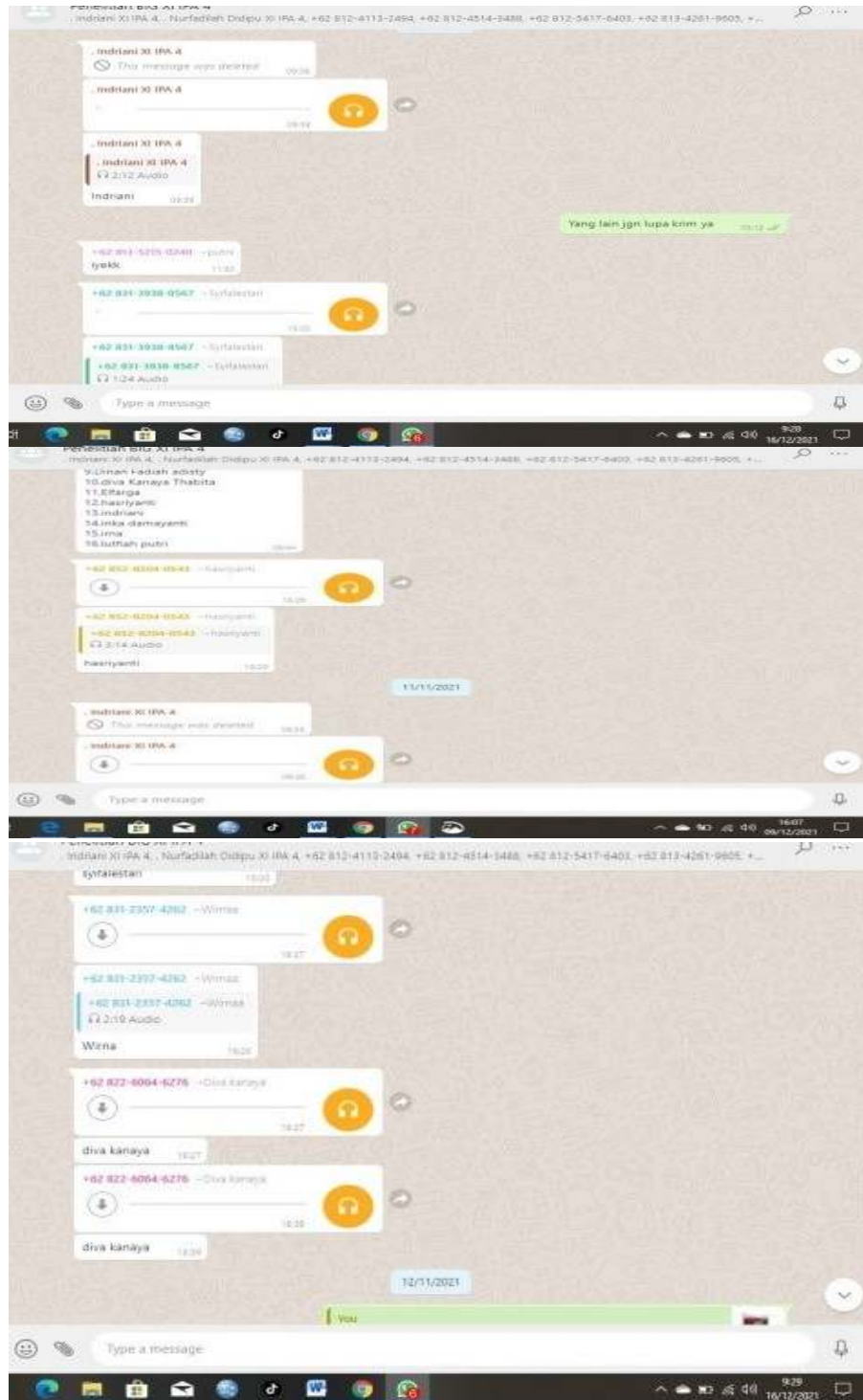
APPENDIX 4

DOCUMENTATIONS

A. Pre-Test

B. Treatment

C. Post-Test

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

IZIN PENELITIAN
NOMOR : 648/F/DPMPTSP/IX/2021

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2018 tentang ...
2. Undang-Undang Nomor 11 Tahun 2002 tentang Cipta Kerja
3. Peraturan Menteri Nomor 2 Tahun 28 tentang Penelitian Sosial Kebangsaan Politik RI
4. Peraturan Walikota Palopo Nomor 23 Tahun 2019 tentang Penyederhanaan ...
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 ...

MEMBERIKAN IZIN KEPADA

Nama : URIS
Jenis Kelamin : Perempuan
Alamat : ...
Pekerjaan : Mahasiswa
NIM : ...

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

INPROVING THE STUDENTS' SPEAKING SKILL THROUGH "ENGLISH LISTENING AND SPEAKING APPLICATION" AT THE FIRST GRADE OF SMA NEGERI 2 PALOPO

Lokus Penelitian : SMA NEGERI 2 PALOPO

Lamanya Penelitian : 10 September 2021 s.d. 10 Desember 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 10 September 2021
a.n. Kepala Dinas Penanaman Modal dan PTSP

MUH. IMAN ASHABUDDIN, S.STP, M.Si
Pangkat (Pembina Tk.I)
NIP. 19290011 100012 1 001

Tembusan :

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...

KETERANGAN PENELITIAN
Nomor : 421.3/ 201 – UPT SMA 2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	:	Lilis
NIM	:	17 0202 0155
Tempat/Tgl. Lahir	:	Palopo Selatan, 17 October 1997
Jenis Kelamin	:	Perempuan
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Jl. Aspuri, Balandai

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penyusunan Skripsi dengan judul *"IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH "ENGLISH LISTENING AND SPEAKING APPLICATION" AT THE FIRST GRADE OF SMA NEGERI 2 PALOPO".*

Demikian Keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Palopo, Desember 2021
Kepala

Hj. KISMIATI, S.Pd., M.Pd.
NIP 19690912 199203 2 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel Balandai Kec.Bara 91914 Kota Palopo
Email polopo@iaipalopo.ac.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	: Lilis
NIM	: 17 0202 0153
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Dusun Labulawang kel. Senga Selatan Kec Belopa
No.Telpon/HP	: 085299081797
Email	: devhylilis@gmail.com

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 03 Februari 2021
Ketua Program Studi

a.n. Dekan
Wakil dekan I
Fakultas Tarbiyah dan Ilmu Keguruan

Dr.Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914, Telp. 0471-22076
Website: ftik.iainpalopo.ac.id   Email: ftik@iainpalopo.ac.id

SURAT KETERANGAN
No. 1281/In.19/FTIK/PB.00.9/04/2022

Yang bertanda tangan di bawah ini Admin Tendik Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memenuhi persyaratan Mahasiswa atas nama:

Nama   : Lili
NIM   : 17 0202 0158
Semester   : 8 (Delapan)
Prodi an Wadir   : Pendidikan Bahasa Inggris
Keterangan   : Seminar Hasil/Munaqasyah

Telah hasil penerjemahan transkrip nilai bahasa sesuai aslinya yang dipastikan memiliki tingkat similarity 5%, sebagaimana lembar hasil terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 20 April 2022

Mengetahui,   Admin Tendik PBI,
Ketua Prodi,

NIP. 19771015 2015 03 1 004   Muhammad Iksan, S.Pd., M.Pd.
                                             NIP. 19860822 2015 03 1 001

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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Masa Kuliah Mahasiswa" sebagai salah satu persyaratan utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:
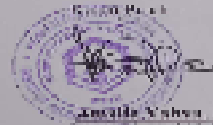
Nama	:	Lili
NIM	:	17 0202 0155
Prodi	:	Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VII.

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 16 Februari 2022

Ketua Prodi,

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

80

LILIS she was born on 17th October 1997 in Palopo. Her father's name is Muis and her mother's name is Sinahari. She is third child from 4 brothers. She strated her study on Elementary School (SDN 418 Tellesang) in 2006 and she graduated in 2012. After that, she continued her study at SMPN3 Belopa, she graduated in 2015 and continued her study at SMAN 1 Duapitue, she graduated in 2017. After that in 2017 she continued her study at state Institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2022. In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled is "Improving the Students' Speaking skills through "English Listening and Speaking Application" at the first grade of SMAN 2 Palopo".