THE IMPLEMENTATION OF HALLO: SPEAK ENGLISH APPLICATION TO ENHANCE ENGLISH SPEAKING SKILL AT THE ELEVENTH GRADE OF MAN PALOPO

A Thesis

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

Submitted By

NUR WIDIA NENGSI

18 0202 0027

ENGLISH EDUCATIONAL STUDY

PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2022

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Supervised By:

1. **Dr. Jufriadi, S.S ., M.Pd**
2. **Husnaini, S.Pd.I ., M.Pd**

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

2022

Dr. Jufriadi, S.S., M.Pd.
Husnaini, S.Pd.I., M.Pd.

NOTA DINAS PEMBIMBING

Lamp.   :

Hal   : Skripsi an. **Nur Widia Nengsi**

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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          Palopo

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Nama   : Nur Widia Nengsi

Nim   : 18 0206 0027

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : *The Implementation of Hallo : Speak English Application   to Enhance English Speaking Skill at Eleventh Grade of MAN Palopo*

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Dr. Jufriadi, S.S., M.Pd.   **Husnaini, S.Pd.I., M.Pd.**
Tanggal: Tanggal:

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Thesis Entitled: **The Implementation of Hallo : Speak English Application to Enhance English Speaking Skill at Eleventh Grade of MAN Palopo**

Written By :

    Name   :Nur Widia Nengsi

    Reg. Number   : 18 0202 0027

    Faculty   : Tarbiyah and Teacher Training

    Study Program : English Education

Has been corrected and approved to be examined.

Palopo, 25th September 2022

Consultant I	Consultant II
Dr. Jufriadi, S.S ., M.Pd	**Husnaini, S.Pd.I ., M.Pd**
NIP. 19720727 200604 1 002	**NIP. 19840820 200902 2 007**

Dr. Jufriadi, S.S., M.Pd.
Husnaini, S.Pd.I., M.Pd.

NOTA DINAS PENGUJI

Lamp.   :

Hal   : Skripsi an. **Nur Widia Nengsi**

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Nama   : Nur Widia Nengsi

Nim   : 18 0206 0027

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : *The Implementation of Hallo : Speak English Application   to Enhance English Speaking Skill at Eleventh Grade of MAN Palopo*

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Penguji I   **Penguji II**

Dr. H. Rustan S, M.Hum.   **Muhammad Iksan, S.Pd., M.Pd.**
Tanggal: Tanggal:

EXAMINER APPROVAL

Thesis Entitled: **The Implementation of Hallo : Speak English Application to Enhance English Speaking Skill at Eleventh Grade of MAN Palopo**

Written By   :

        Name   :Nur Widia Nengsi

        Reg. Number   : 18 0202 0027

        Faculty   : Tarbiyah and Teacher Training

        Study Program   : English Education

Has been corrected and approved to be examined.

Palopo, 25th September 2022

Examiner I   **Examiner II**

Dr. H. Rustan S, M.Hum.   **Muhammad Iksan, S.Pd., M.Pd.**
NIP. 19720727 200604 1 002   **NIP. 19840820 200902 2 007**

PRONOUNCEMENT

Signature by:

Name   :Nur Widia Nengsi

Reg. Number   : 18 0202 0027

Faculty   : Tarbiyah and Teacher Training

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Researcher

Nur Widia Nengsi
18 0202 0027

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This thesis, **entitled "The Implementation of Hallo: Speak English Application to Enhance English Speaking Skill at eleventh grade of MAN Palopo"** written by Nur Widia Nengsi, Reg. Number 18.0202.0027, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **Munaqasyah** session which is carried out on, **Thursday, November 24ᵗʰ 2022 M**. coincided with **Last Rabi'ul 29ᵗʰ 1444 H**. it is authorized and acceptable as partial fulfillment of requirement for undergraduate degree (S.Pd) in English language teaching.

Palopo, November 24ᵗʰ, 2022 M
Last Rabi'ul 29ᵗʰ 1444H

COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum.   Chairman   (.............................)

2. Dr. H. Rustan S, M.Hum.   Examiner I   (.............................)

3. Muhammad Iksan, S.Pd., M.Pd.   Examiner II   (.............................)

4. Dr. Jufriadi S.S., M.Pd.   Consultant I   (.............................)
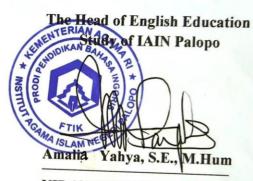
5. Husnaini, S.Pd.I., M.Pd.   Consultant II   (.............................)

Approved by:

The Dean of Tarbiyah and Teacher Training Faculty

The Head of English Education Study of IAIN Palopo

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

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

STATEMENT OF AUTHENTICITY

I, who undersigned below,

       Name   : Nur Widia Nengsi

       Reg. Number   : 18 0202 0027

       Study Program   : English Language Education

       Faculty   : Tarbiyah and Teacher Training Faculty

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Nur Widia Nengsi
18 0202 0027

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والْمُرْسَلِيْنَ

سَيِّدِنَا مُحَمَّدٍ وَعَلَى اٰلِهِ وَاَصْحَابِهِ اَجْمَعِيْنَ

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The researcher realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are needed for this thesis's enhancement. Finally, The researcher hopes this thesis will be helpful for the readers and further researchers.

Palopo, November 28, 2021

Nur Widia Nengsi

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ABSTRACT

Nur Widia Nengsi, 2022, *"The Implementation of Hallo : Speak English Application to Enhance English Speaking Skill at the Eleventh Grade of Man Palopo"* Thesis English Study Program Educational Department In the State Islamic Institute of Palopo, Supervised by Jufriadi and Husnaini

This Research focused on improving students' speaking skills at Madrasah Aliyah Negeri Palopo by using Hallo: Speak English Application. The researcher tried to investigate whether using Hallo: Speak English Application can be an effective strategy to enhance the student's speaking Skills. In this Research, The researcher conducted classroom action research (CAR) in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. The subjects of this Research were 25 students in eleventh grade at Madrasah Aliyah Negeri Palopo. The instrument in this research was Pre-test, post-test I, and Post-test 2, observation, questionnaire and Documentation. The Research was conducted collaboratively with the English Teacher of Madrasah Aliyah Negeri Palopo. The result of this Research shows that pre-test was 59.8, while in Cycle I was 75.4, and in cycle II the post-test average became 85.8. Indicates that the use Hallo: Speak English Application Strategy positively impacts students' speaking skills in the eleventh grade of Madrasah Aliyah Negeri Palopo. The researcher concludes that using Hallo : Speak English Application as a practical learning medium enhace students' speaking skills and confidences in speaking students are more enthusiastic, interested, and motivated to learn English.

Keywords: Hallo : Speak English Application, Speaking Skills.

CHAPTER I

INTRODUCTION

A. Background

English skills are critical in this digital era. English as a global lingua franca will also provide broad insight and facilitate activities with the international community. According to Research, English proficiency is closely related to a country's progress. Culture in a country can also change along with its openness to information, which is obtained by the initiative of its citizens to obtain credible news sources and knowledge that knows no boundaries to the tendency to share crucial topics.

Improving English language skills can be done in various ways. Today, with the ease of technology and increasing competition in the commercial education sector, the nation's next generation should have many opportunities to enhance their respective qualities. The way of teaching must also adapt to the learning patterns of students in Indonesia. With good curriculum analysis and design, it is hoped that this can lead to a tendency for the nation's next generation to like English lessons

In general, the development of smartphone technology in education has been widely used among students, teachers, and the general public. And this is also used to learn foreign languages, one of which is the use of online dictionaries and translation tools such as Google translate. These applications are available on Google Play and are designed with a mobile-assisted language learning (MALL) system, one of the sub-disciplines of e-learning-based learning media, regarding smartphone-supported learning with internet network access outside the classroom

and can be found in the electronic dictionary. The Application can access for free and is easy to use by its users without being limited by time and place.

From several existing applications, The researcher chose Hallo: Speak English can be used as an alternative learning medium, especially English. Application media is because Pahriah, P., & Khery, Y. (2018 : 24-34). The Android operating system is a new generation mobile platform that allows developers to develop as expected. The mobile learning system can be applied quickly and cheaply but only complement the learning process. Android-based smartphones can use not only to communicate but also to learn. One example is the implementation of exciting learning media[1].

Furthermore, based on the pre-survey on February 11, 2022, for the eleventh graders of MAN Palopo,[2] The researcher obtained the data from the students by distributing the questionnaire. The speaking confidence in English is still low, showing that 42% of students choose to disagree somewhat, 33% of students decide to dispute, 17% of students choose to agree, and 8% of students decide to disagree somewhat. It means that the students' ability to speak English is still very low. In this case, the students must study hard to master it, and The teacher should create a good atmosphere in class. One of The teacher's responsibilities is to help their students to learn together using Multimedia.[3] That happens from the techniques and media used in learning. Because the methods used in the learning process are: The

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[1] Y Pahriah, P., & Khery, ″ *Aplikasi Pembelajaran Berbasis Android Pada Materi Sistem Periodik Unsur Untuk Peningkatan Pemahaman Konsep Mahasiswa.Jurnal Kependidikan Kimia Hydrogen* 1 (2018) p. 24–34.

[2] Result questioinnaire from Madrasah Aliyah Negeri Palopo on 11th February 2022.

[3] Interview with Teacher English on 11th February 2022.

teacher delivers the material using the lecture method and without using the multimedia so that students feel bored. With teaching activities that tend to be monotonous and one-way, students are less enthusiastic about learning English, especially learning to speak.

Based on these findings, if this condition is left unchecked and does not receive serious attention, it will systematically impact students' abilities and learning achievements. Therefore it needs serious attention from teachers and support from all parties involved in solving these problems.

One of the steps to solve these problems is to use media in the form of applications in learning. Namely: Hello: Speak English. This is expected to help students learn efficiently. And with the media in the form of applications that can help students gain knowledge of a second language in class and outside the classroom without being limited by time and place. Therefore, The researcher will conduct the tittle. "The Implementation of Hallo : Speak English Application to Enhance English Speaking Skill at the Eleventh Grade of MAN Palopo."

B. Problem Statement

Based on the background of the problem outlined above, The researchers formulated the research questions :

1. Does the use of the Hallo Application enhance students' speaking skills in the Eleventh grade of MAN Palopo?

2. What is the student's Perception of using Hallo : Speak English Application to enhance speaking skills in the eleventh grade of MAN Palopo?

C. Objective of the Research

Relevant to the problem statement, the objective of the Research is :

1. To determine whether the use of Hallo: Speak English Application enhances students' speaking skills in the Eleventh grade of MAN Palopo.

2. To find out the students' Perception towards the use of Hallo : Speak English Application to enhance speaking skills in the eleventh grade of MAN Palopo.

D. Significances of the Research

The result of the research is expected to be useful information to the learners of English generally who want to enhance speaking the result of this research is useful:

1. Theoretically

The result of the Research expects beneficial information for English teachers facing the same problem in improving students' speaking skills. The researcher also

hopes that students will not be bored learning to speak. The research result can be a reference for those who want to research English teaching and learning.

2. Practically

    a. The result of this study is expected to be able to increase the student's fluency in speaking skills by implementing Hallo : Speak English Application.

    b. This study gives some advantages, especially for The researcher, the respondents, and all students, regarding their speaking ability and Pronunciation.

    c. As a reference for other researchers who want to study Hallo: Speak English Application towards fluency on Pronunciation more intensively.

E. Scope of the Research

The Scope of the Research focused on using Hallo : Speak English Application to teach speaking for the Eleventh grade of MAN Palopo. The researcher emphasizes the speaking Skill, which consists of fluency, Pronunciation, vocabulary, grammatical accuracy, and interaction strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

Fluency, lexical sources, syntax, and Pronunciation are just a few aspects that can be enhanced to enhance one's speaking ability. On the other hand, the scope of this investigation is limited to the enhancement of speaking ability through the use of language instruction provided by the Hallo: Speak English application. As a result, The researcher will give three different references to support their findings.

1. Shofi Nur Jannah (2020), in her thesis *"Hello English Application as Supporting Device in English Learning Speaking Skill.* " The purpose of this Research is to find the speaking contained in Hello English application, and the conversation practice games integrate and suitable with productive Skill. This study generally employs a qualitative research approach, descriptive analysis, and content analysis to uncover the types of speech and conversation now available in the Hello English app. Researchers conducted extensive testing to identify the best mobile app for teaching English before settling on Hello English. Researchers in this study relied on written records to collect data, which were then transcribed, coded, and tabulated for analysis. With this software, researchers utilize the Gail Jefferson transcription system, which has at least 15 distinct signs for indicating sounds, pitches, and vowels in conversational practice. The researcher finds several interactive lessons and games related to the linguistic aspect. To determine the speaking, The researcher must narrow down all the tasks, classify them into several terms, and code them depending on their number of phases.

There are a total of 47 lessons focused on improving one's ability to communicate verbally; these lessons are organized into the following nine categories: 1) greeting/introduction; 2) as/giving something; 3) hobby/favorite things; 4) talk/expression; 5) describing/explaining something; 6) location; 7) occupation; 8) animal; and 9) other. Expertise in communication is necessary, but researchers also need a unique approach to analyzing and re-creating the discourse. The study's author concluded that the Hello English app would prove helpful as a speaking aid for students of English. When it's practical and engaging, it's more likely that students want to download it onto their smartphones.

2. Hidayati (2019), in her thesis *"Students' Motivation to Learn English Using Mobile Applications: The Case of Duolingo and Hello English, "*[4] Provided participants access to two free English learning apps and studied how they utilized the applications to supplement their English education. To be more specific, it investigated the participants' levels of English motivation in the context of learning English, how they utilized the apps and the question of whether or not the participants' varying levels of motivation influenced the amount of time they spent using the apps. The Research was carried out using a mixed method approach, and the tools used to collect data included a daily notebook and a questionnaire. According to the findings, the students demonstrated a high level of engagement in utilizing both apps. Despite only

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[4] Hidayati , "Students' Motivation To Learn English Using Mobile Applications: The Case Of Duolingo And Hello English," *Journal of English Education and Linguistics Studies* 2 (2019): p. 189–213.

having a surface level of interest, they could nevertheless benefit from the convenience and adaptability of learning English through applications. In addition, it was shown that students' English learning motivation had little bearing on the amount of time spent utilizing the apps; instead, the students' favorable response toward using the applications was a potential indicator of developing autonomous English learning outside of the classroom. A further comprehensive finding was discussed, along with critical questions about the current trends of mobile language acquisition. The researcher examined the Duolingo and Hello English applications simultaneously to compare them. And concluded that most students use Hello English in addition to Duolingo interchangeably. There were only a few students who decided to use only one program, either Duolingo or Hello English, because they found utilizing both applications at the same time to be complicated.

3. Yuanita, S. (2019). In her thesis, *The Implementation of Hello English Application as English Learning Media to Teach Speaking Skill in Tourism Major at the Tenth Grade Students at SMK 1 Karanganyar*[5], This Research uses qualitative description research and procedures in data collecting such as observation, interviewing, and Documentation. This study uses a theory developed by Hymes (1970) as a point of reference for determining and examining how the Hello English program might be used as an English learning medium to teach speaking ability. Both the instructor and the students

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[5] S Yuanita, "The Implementation of Hello English Application as English Learning Media to Speaking Skill Tourism Major at the Tenth Grade Student at SMK 1 Karangayanyar," *The Implementation of Hello English Application as English Learning Media to Speaking Skill Tourism Major at the Tenth Grade Student at SMK 1 Karangayanyar*, 2019, 1.

participated as subjects in this investigation. In applying the material, the results of this study indicate, based on an analysis of the data, that The teacher divides the learning process into three parts such as pre-teaching, while teaching includes observing the step; question and answer step; gathering information or trial step; step of association or information processing; the communication step; and post-teaching. You can find these steps in the Application of the material. The students' answers to implementing The teacher's approach are favorable. This is because the kids can grasp and enjoy the learning process while the instructor is teaching them. The researcher concluded that a teacher should break up the learning process into three distinct phases: pre-teaching, during teaching (which included observing steps of association or information processing), and post-teaching. These phases include pre-teaching, while teaching, and post-teaching, respectively.

4. Hikma , dkk. (2021) *"Improving Aliyah Student's Speaking Skill by Using Podcast."*[6] The necessity of deploying technology in the teaching and learning process during the COVID-19 pandemic provided the impetus for this line of investigation. This study utilized a quasi-experimental methodology with a pre-test and post-test design. The speaking exam and the questionnaire are the instruments that were used to collect the data. The speaking test was meant to get data regarding speaking achievement. At the same time, the questionnaire was used to obtain data about students' perspectives on using Podcast in the

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[6] Harisna Hikmah, Wahyu Nugroho, and Ulul Azmi, "EDUKATIF : JURNAL ILMU PENDIDIKAN Improving Aliyah Students ' Speaking Skills by Using Podcast" 3, no. 6 (2021): 5057–65.

speaking teaching and learning process. Both tests were administered to students. The researcher employed normality, homogeneity, and the t-test to assess the collected data. While in descriptive statistics, an analysis of the data is performed from the standpoint of the pupils.

According to the previously mentioned Research, technology implementation is one of the alternative ways to make students more interactive and involved in improving their English speaking skills. This study investigates the role of Hallo: Speak English Applications in enhancing students' speaking skills.

This is because Hallo: Speak English is an online learning platform that assists students in their pursuit of fluency in the English language by providing live English classes and real-time speaking clubs. Using the Hallo Application teaches a more participatory way to talk to the people using it. This is the essential benefit. Keeping this in mind, the purpose of this study is to investigate the implementation of Hallo: Speak English in enhancing students' speaking skills and the benefits and challenges associated with such a practice.

The previous study mostly used qualitative Research as a general research method procedure. In contrast, this study will use the Classroom Action Research (CAR) method to find out the students' current speaking and conversation that can be found in the Hello: Speak English Application. In addition, The researcher will examine how to use the Hallo: Speak English Application to teach speaking skills.

B. Literature Review

    1. Multimedia

      a. Interactive Multimedia in Teaching

Multimedia is essential in the teaching-learning process. Multimedia is required to achieve the goals of the teaching-learning process. According to Harmer, teachers should use various media or teaching aids when presenting material to students. Harmer (2001: 134) states, "as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity." Lever-Duffy and McDonald (2009: 61) add that media are technologies that facilitate teachers[7]. According to the definitions above, media are tools, materials, or events that a teacher uses to enable instruction to acquire knowledge, skills, and attitudes and engage learners in a topic or as the basis of a whole activity.

      b. Advantages of Multimedia in the Teaching-Learning Process

Using multimedia in the classroom is very important because it can enhance teaching-learning. Moreover, the students can comprehend the lesson quickly. Three types of media can be used in the teaching-learning process. They are (1) audio (tape, radio, compact disc, etc.); (2) visual (pictures, poster OHP, etc.); and (3) audio visual (television, video, VCD, computer, etc.). According to Brinton (2001: 461), media help teachers motivate students by bringing a slice of real life

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[7] Lever-Duffy, Judy & Jean B McDonald., *Teaching and Learning with Technology*, third edit (New York: Pearson Education, Inc., 2009).

into the classroom and presenting language in its more communicative context[8]. In addition, she summarizes the rationales for using media in the language classroom as follows:

1. Media can be an essential motivator for students in the language teaching-learning process.

2. Using audiovisual media, the students can create a contextualized situation within which language items are presented and practiced. Audiovisual media provide students with content, meaning, and guidance.

3. Media can provide some authentic materials so students can relate directly between the language classroom and the outside world.

Moreover, Sudjana and Rivai (2009:2) state the rationales for the use of media in the teaching-learning process as follows[9]:

a. The teaching-learning process will be more interesting to enhance the student's motivation.

b. The students will quickly understand the materials since the media will enable them to master the teaching objective well.

c. The teaching methods will be various so the students will not get bored during the teaching-learning process.

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[8] Brinton, Donna M, "The Use of Media in Language Teaching in Marianne Celce-Murcia (Eds)," in *Teaching English as a Second or Foreign Language*, third (Boston, MA: Heinle & Heinle, 2001).

[9] Sudjana, Nana & Ahmad Rifa'i, *Media Pengajaran* (Bandung: Sinar Baru Algesindo, 2009).

d.   The students will be more active because they do not only listen to The teacher's explanation but also do other activities, such as observation, demonstration, etc.

In conclusion, incorporating multimedia into the teaching-learning process benefits all parties involved, including the instructors and the pupils. The first one is intended for the instructors. Because they use various teaching methods, teachers can keep the teaching and learning process from becoming routine. In addition, the overall teaching and learning process will become more exciting. The kids will make up the second group. The student's interest and motivation might be sparked through the media. As a consequence of this, kids will participate more actively in the lesson. Additionally, the children had no trouble grasping the concepts being presented to them.

2.   Speaking

a.   Definition of Speaking

There are a lot of definitions of the word "speaking" that have been suggested by researchers in language learning. In Webster's New World Dictionary, speaking is to say words orally, communicate by talking, request, and make a speech (Nunan, 1995)[10]. According to Chaney (1998), speaking is the process of creating and sharing meaning using verbal and non -verbal symbols in different contexts[11]. Bygate (1987) defined speaking as producing auditory signals to produce different

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[10] Nunan. D, " *Language Teaching Methodology: A Textbook for Teachers.*, NY: Phoenix Ltd., p. 1995, 593.

[11] A Chaney, "Teaching Oral Communication in Grades K-8.," USA. A Viacom Company. 1998.

verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences[12].

b. The Aspect of Speaking

Speaking English well also helps students access up to update information in fields including science, technology, and health. The students have to master all components of speaking skills. According to Fulcher & Davidson (2006: 94), there are five components of speaking skills that can be defined as follows[13]:

1. Pronunciation: Pronunciation is how students produce more explicit language when speaking. The student can communicate effectively with a good accent and intonation despite limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words.

2. Grammar: Grammar is needed for the students to arrange correct sentences in conversation, both in written and oral forms. Grammar is a systematic way of accounting for and predicting an ideal speaker's or hearer's language knowledge. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language. Thus, from the statement above, grammar is a rule that is needed for students to combine correct sentences in conversation, both in written and oral forms.

3. Vocabulary: Vocabulary is essential for successful second language use. Without an extensive vocabulary, we cannot use the structure and function we

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[12] M. Bygate, *Speaking* (Oxford: Oxford University Press., 1987).

[13] F Fulcher, G., & Davidson, "Language Testing and Assessment: An Advanced Resource Book. . New York: Routledge.," 2006.

may have learned to comprehend communication. It can be said that one of the successes in touch is the power of words. It means that in spoken language or speaking, the vocabulary must be very familiar and used in everyday conversation to understand the said. Vocabulary is the knowledge of the meanings of words. This definition complicates that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the purpose is known when the writing activities. These are important distinctions because beginning readers see the set of words as mainly oral representations. As they learn to read, written vocabulary plays an increasingly more significant role in literacy than oral vocabulary.

4. Fluency: Fluency is defined as the ability to speak communicatively, fluently, and accurately. Fluency usually refers to expressing oral language freely without interruption. In the teaching and learning process, if The teacher wants to check students' fluency, The teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately, whereas the idea is that too much correction interferes with the flow of conversation.

5. Interaction Strategy: is an ability to perceive and process stretches of discourse to formulate representations of the meaning of sentences. Comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from verbal and nonverbal responses by artificial instruments or by the intuition of The teacher or Researcher. In brief,

comprehension refers to the speakers' understanding of what they are saying to the listeners to avoid misunderstanding information.

3. Hallo : Speak English Application

a. Definition of Hallo : Speak English Application

Hallo: Speak English Application is one of the tools for education to enhance Speaking skills supported learning process. Education needs to equip students with the tools and skills that make them capable of efficiently dealing with these new requirements.

b. How to use Hallo : Speak English Application

Step 1, create on account with Facebook, Google, or email

Step 2, Choose your English Level

Step 3, Select your Country

Step 4, Select your native language

Step 5, Add a photo

And Welcome to Hallo: Speak English Application with some excellent features ;

1. Join public chat rooms, speak with others friends and partners, and send messages to practice together.

2. Find on English Partner, search for English partners at your skill level.

3. Direct messages, choose between video, audio, and text to communicate with friends

4. Video chat, use video chat to practice speaking and become more fluent.

InstaMatch, Let us find you a partner in seconds. [14]

To the fullest extent permitted by applicable law, Hallo reserves the right, without notice and in our sole discretion, to revoke your teacher status and remove you as a teacher from Hallo: Speak English Application Services, including where we reasonably consider that you do not meet one or more the following criteria:

a. sign an official work contract with Hallo and fill out the appropriate tax form (W-8 or W-9);

b. have at least one up-to-date schedule on your schedules page;

c. have not missed or canceled booked lessons six or more times within your 6-month contract period;

d. always have a professional profile, video thumbnails, communication, and dress;

e. demonstrate a native level of English fluency with few mistakes;

f. stay present in class with only relevant pauses;

g. show video most of the time with exceptions;

h. use legal, appropriate content as teaching materials;

i. have access to PayPal or direct deposit/ACH payments; and

j. don't take students off of Hallo to teach elsewhere.

c. Hallo : Speak English Application being present during the learning process.

In this scenario, the instructor's participation is crucial; The teacher has to guide and help students with their practice. And significantly ease using the internet for learning. Teachers in this technology era must also stay up to date, which benefits those who are having trouble learning English. Through exercises like these, students will develop confidence and expertise in enhancing their English Pronunciation, vocabulary, fluency, grammatical accuracy, and interaction strategy. Students should use their English often. So that students are willing to use English, it is the role of the professors to boost students' self-confidence. Technology, like the Hallo : Speak English Application, is used by teachers to help students learn English Speaking skills. The Hallo: Speak English Application is one tactic that instructors and students may utilize. This learning tool allows students to replicate or practice the sentences they already know.

d. Benefits of Teaching Speaking Skills through a Hallo: Speak English Application

When used in the classroom, the instructional tools provided by the Hallo: Speak English Application give some benefits, one of which is the possibility of enhancing students' English-speaking talents. In addition to transferring their expertise to students, teachers are also responsible for acting as intermediaries in the many stages of the teaching and learning process. Not only should language be taught through traditional methods like textbooks and in traditional classroom

settings, but it should also emphasize language acquisition through various media and technology proved to increase student motivation and enhance language learning outcomes. In this situation, the instructor's function is quite important because he or she is responsible for ensuring that the students are willing to study and progress to enhance their speaking ability. On the other hand, it is hoped that making use of the Hallo: Speak English Application will assist students in learning a language in a manner that is both more practical and successful. It is a method of education that combines the benefits of traditional classroom instruction with alternative types of learning environments. Teachers and students need to be prepared for the issues that today's society poses for them to address the concerns of the digital era—enhancements to individuals who are better capable of speaking openly and effectively in the workplace.

4. Conceptual Framework

This conceptual framework represents The researcher's process in using Hallo : Speak English Application as a teaching media to enhance students' speaking skills.

The researcher used the Classroom Action research (CAR) method. It aims to enhance students speaking skills through Hallo : Speak English application. One factor that can enhance the students' speaking skills in teaching and learning activities is using the Application. The research output is that the students can enhance their speaking skills about a specific topic in conversations daily. Besides that, there is a significant enhancement in the students' speaking skills.

Speaking is one of the problems in mastering English, especially for eleventh-grade students at MAN Palopo. There are many ways to teach speaking skills. One of them is through media applications such as Hallo : Speak English. Through this Application, The researcher hopes students' speaking skills can increase.

Target Needs

NEED ANALYSIS

Pra - Classroom Action Research
(Systematic Inquiry)

Learner Needs

Classroom Action Research

Implementation

Planning

*2 – 3 Times
for Repition*

(Cycle N)

Observation

Reflection

Evaluation

Achieved Goals

RESULT
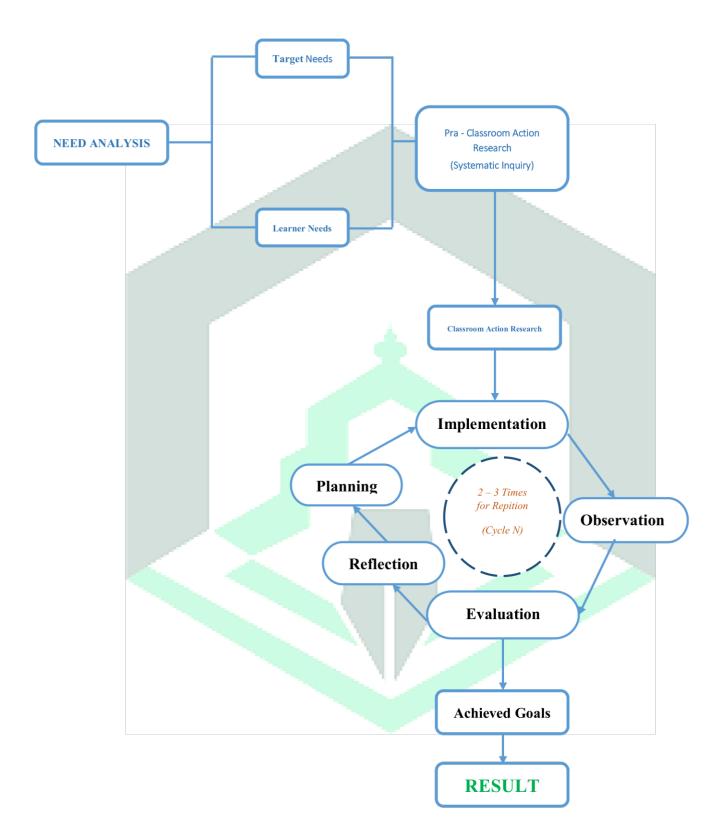
Figure 2.1 Conceptual Framework

The research framework is presented as follows, starting with:

a) Define needs analysis (target needs and student needs) and will be carried out after collecting information from student interviews and questionnaires

b) Define information from student interviews and questionnaires

c) Define needs analysis. In this case, The researcher designs material based on needs analysis and the speaking learning syllabus at MAN Palopo.

d) Design a Lesson Plan.

e) Carry out Classroom Action Research procedures involving the Hallo : Speak English Application. At this stage, The researcher uses the Kemmis & McTaggart model.

f) Trial with the Hallo application; Speak English by identifying the Application's validity, reliability, and eligibility. This aims to determine the effectiveness and attractiveness of the Hallo : Speak English application in improving speaking skills.

g) Researchers distributed questionnaires and interviews.

h) The results of the questionnaires and interviews are used as a reference for the Application Hallo: Speak English is the proper Application to enhance English speaking skills.

CHAPTER III
METHOD OF THE RESEARCH

A. Research Design

This Research is Classroom Action Research (henceforth, CAR). According to Burns (2010: 2), action research is related to the ideas of "reflective practice," and "The teacher as researcher" involves taking a self-reflective, critical, and systematic approach to exploring your teaching context[15]. In other words, action research is defined as solving problems through direct Application in the classroom and improving teaching and learning outcomes. Furthermore, McKay (2006:29) says that action research has three major characteristics: it is carried out by practitioners (i.e., classroom teachers), it is collaborative, and it is aimed at changing things[16]. It means that action research can be done by a teacher in a classroom with the help of other teachers to discuss what and how to enhance the classroom activities so that the student's learning achievement will be better. Based on the definitions above, it concluded that CAR is a form of Research in which an idea in a social or educational situation is applied to enhance or change something to be better or to get a natural effect on the situation. The researcher used the CAR model developed by Kemmis & McTaggart (1998). This CAR was arranged into two cycles: Cycle one and Cycle two. Kemmis & McTaggart (1998) state that action

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[15] Burns,A. *Doing Action Research in English Language Teaching: A Guide for Practitioners.*, *Doing Action Research in English Language Teaching: A Guide for Practitioners.* (New York: Routledge, 2010).p 2

[16] McKay, S. L. *Researching Second Language Classrooms.*, *Researching Second Language Classrooms.* (London: Lawrence Erlbaum Associates, 2006). p 29

research typically involves four broad phases in the process of Research. The four phases in a cycle are[17]:
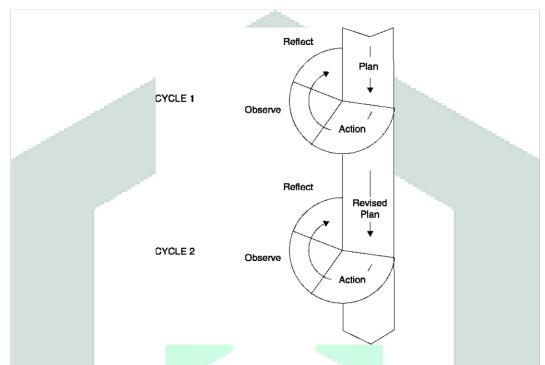
Figure 3.1 CAR Model Developed by Kemmis & McTaggart (1998)

1. Planning is the first step of the CAR procedure. This activity covers problem identification. The most critical step in conducting CAR since by knowing the problems, the writers can find an excellent solution to solve the issues.

2. Action In this step, the scenario of learning teaching processes of English speaking skills through the implementation of Hallo: Speak English Application was implemented in the classroom activities.

3. The observation was done when the action was being done. In this step, the student's participation and behavior and the first Researcher's activity during

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[17] Kemmis., & McTaggart, R, *Participatory Action Research: International Context and Consequences*, *Participatory Action Research: International Context and Consequences* (New York: State University of New York, 1997).

the learning teaching processes of English speaking skills through the implementation of Hallo : Speak English Application.

4. Reflection The data which were obtained such as the students' English speaking scores in the pre-test, post-test of Cycle one, and post-test of cycle 2, the extent of students' participation and behavior, and the first Researcher's action during the learning teaching processes of English speaking Skill through the implementation of Hallo: Speak English Application were collected and analyzed. In brief, the quantitative and qualitative data were analyzed to assess the student's progress or achievement in learning English speaking skills through Hallo : Speak English Application.

B. Location of the Research

The research location is significant to support the success of a study. Classroom action research (CAR) will be held at MAN Palopo. The researcher chose MAN Palopo because it wants to enhance further cooperation and learning outcomes for students who are less than optimal. This can be seen in students' lack of courage to ask and answer questions. The researcher did not use the learning model varied, and to strengthen this CAR research further, involving the school principal and The teacher council in the implementation from the planning, action, reflection, and revision stage, The researchers, conducted Research at MAN Palopo.

C. The subject of the Research

The research subject of this CAR is the eleventh Grade of MAN Palopo. The total number of students in that class is 25, consisting of 23 female and two male students.

D. Techniques of Collecting Data

The instrument for collecting data aims to support the success of the Research. This helps The researcher to get data and information about the process ofincreasing student activity in speaking, especially speaking in English, by using Hallo : Speak English Application

In conducting the Research, The researcher will use some instruments for collecting data. I would collect data from The Research from observation, tests, and interviews. The description is as follows:

1. **Observations**

The purpose of the observation that was carried out for this study was to compile a list of some observable student behaviors that show their comprehension of the subject matter. It is thought that the instructor can glean this comprehension from the activities and responses of the students while they are being taught. The researcher will make Observations to gather knowledge about human behavior as it occurs in the real world. We can gain a more accurate image of social life through words, which is challenging to do through other approaches. If we do not have access to much information regarding the issue being investigated, we will also

conduct observations. Researchers employ words because they are interested in understanding students' activities while using the Hallo: Speak English Application to enhance their speaking skills during the teaching and learning process.

In the section labeled "Observations," The researcher will present a list of observations that will serve as an instrument for collecting data. The following table serves as a checklist for statements made by The teacher during the word:

Table 3.1 Observation checklist for The teacher

No	Teachers' activities
1.	Preparing the material systematically
2.	Reviewing the previous lesson
3.	Giving motivating strategies
4.	Giving explanation and example
5.	Allowing asking questions and giving suggestion
6.	Observing the students' activity in speaking
7.	Giving an evaluation of a student's activity
8.	Reinforcement/ feedback after evaluating the students in doing the lesson

Table 3.2 Observation checklist for students

No	Students' activities
1.	Speaking loudly and clear enough
2.	Pronouncing words correctly
3.	Using grammar correctly
4.	Using vocabulary appropriate to the age
5.	Speaking fluently
6.	Actively involved in groups, pairs, and discussions.
7.	Actively involved in groups, pairs and discussion

2. Test

The researcher utilized a pre-test and a post-test to determine the participants' level of proficiency in speaking. A skill like fluency in a foreign language can be evaluated using the speaking portion of the examination. The researcher in this study employed a speaking test for both the before and post-tests to assess the level of speaking ability possessed by the students and collect data. The oral exam evaluates candidates on five different aspects of their communication skills: their grammar, vocabulary, Pronunciation, fluency, and interaction strategy. According to Arikunto (1997:138), a test is a series of questions or exercises used to evaluate the Skill, knowledge, intelligence, and aptitude possessed by an individual or group.

a. Pre-test

The researcher gave the students a pre-test to know their linguistic competence in the teaching-learning process before teaching. This pre-test was given in the first Meeting before he had done Cycle I.

b. Post-test

The researcher also gave the students a post-test to know their linguistic competence. The researcher gave the two post-test. The first post-test was given in Cycle I, and the second post-test was given in Cycle II.

3. **Documentation**

The researcher collected the data about the matters of variables through the use of the documentary approach, which included taking notes, keeping a transcript book, and recording the interviews. The information pertinent to the investigation of the problems might be enhanced with the help of documents. In the framework of CAR, The researcher made use of a variety of documents, some of which are as follows: syllabuses and schemes of work; curriculum reports from school working parties and committees; assessment papers and tests; students' scores; students' and attendance lists. This study used the following documents: curriculum, students' names, speaking scores, and an image of the activities that took place in CAR.

4. Interview

The researcher gathered information regarding the student's and The teacher's responses before and after the teaching and learning process through interviews. The researcher inquired about various topics with the instructor and some students. The researcher interviewed the English instructor to obtain information pertinent to the Classroom Action Research. The researcher relied on the general interview guide to ensure that the interview process went off without a hitch.

C. Research Procedure

This action research is conducted through four activities: each exercise consists of four steps, as follows :

a. Planning

The first thing you should do when conducting Research is to make a planning list. The spotting of problems is the focus of this activity. The researcher and the collaborator will be able to develop an excellent solution to the problem if The researcher knows what the issues are. This is the most crucial step in the process of doing action research.

b. Action

After knowing the possible causes of the problems faced by the eleventh-grade students of MAN Palopo, the students had difficulties learning English because their practice and vocabulary were low. This action aimsto solve the problem.

c. Observation

The act of collecting data to supervise the degree to which the result of "action" fulfills the goal is the activity known as "observation." The data take quantitive and qualitative data. Quantitative statistics include the progress of the students (the students' score), while qualitative data cover things like the students' interests and how well they handle the class.

d. Reflecting

Reflecting on the development of oneself, students, and teaching methods is essential. Researchers and other partners can now evaluate whether or not the action activities achieve outcomes and progress. What kind of progress is being made, along with a discussion of the benefits and drawbacks of this development?

In planning, The researcher wants students to enjoy the lesson and enhance their speaking skills. He will use Hallo: Speak English Application to enhance students' speakingskills.

a. **Cycle 1**

1. **Planning**

a. Analyzing the curriculum, especially the basic competence, after analyzing the needs of the students in the eleventh grade of MAN Palopo.

b. Made a lesson plan about using Hallo: Speak English Application through dialogue inlearning speaking.

c. Prepared the test.

d. Made the instrument that is used in a cycle of classroom action research.

2. Action

After providing some reading material on improving one's speaking skills, The researcher carries out the activity of doing twice treatment and then provides some samples of dialogue. After that, The researcher had the students use an application called Hallo: Speak English to practice and perfect their speaking skills.

At this level, the English instructor for class XI RISET takes learning actions based on the lesson plans that have been produced. These activities are part of the process of putting these actions into effect. Utilizing the program Hallo: Speak English is the strategy that is being used, and it is anticipated that this will increase students' interest in learning English.

. The researcher did some steps to doing each treatment. They are :[18]

a. Initial Activities

1. Using the Hallo : Speak English Application in the teaching and learning process.
2. The teacher gives a simulation to students on how to learn through Hallo: Speak English Application.
3. The teacher gives an interview test to measure students" speaking in English.

[18] Andi Widdaya Sofyana, Teacher Training, and Education Faculty, *"Task Based Language Teaching In Improving Students ' Speaking Skill Through Cartoon,"* 2015.

4. The acting Teacher conveys greetings and prepares conditions for student learning.

5. The implementing Teacher introduces himself and assists the students in getting to know them, students.

6. The implementing Teacher gives apperception to students, conveys today "s learning objectives, and distributes material through Hallo: Speak English Application.

7. The teacher implementing the action gives the task that must be completed.

b. Core activities

1. The teacher provides brief material about the general description of the material to be studied during the learning process.

2. Students do the assignments given.

3. Some students give examples of the dialogue delivered in front of the class.

4. The teacher guides students to pay attention to their dialogue groups.

c. Closing activities

After completing the learning activities in cycle 1, students are reminded to prepare the following material at the end of the Meeting.

3. Observation

In this step, The researcher observed all events or activities during the Research. During the learning process, The researcher observed the situation of the learning and teaching process and also the students' participation and evaluation.

4. Reflection

In this phase, all observations, data, and evaluations were reported and reflected to measure the weakness and the enhancement of the teaching-learning process and students' speaking Skills in both treatments. This step aims for The researcher and collaborative Teacher to study the intervention's outcomes. If the result does not show progress, we can revise the beginning plan. The researcher also did the Meeting to discuss the effect of the teaching-learning process. The researcher and The teacher tried to look for problems and solve them.

b. Cycle II

1. Planning

In the planning phase of the second Cycle, The researcher does several activities presented in the following.

a. It was revising the lesson plan based on the problem faced by students within the first Cycle.

b. Reselecting the material with and reforms the evaluation and the teaching instrument to enhance indicators that haven't been reached yet.

2. Action

It is similar to the acting phase in the first Cycle. The researcher did twice treatment with activities included:

a. They are giving more information and explanation about the instrument they would be using.

b. Give the task to students to practice conversation in Hallo: Speak English Application.

3. Observation

In this phase, The researcher observed the students' response, participation, and achievement, which are found during the teaching and learning process. The researcher used the observation form that The researcher had formed to collect the data.

4. Reflection

In this phase, The researcher evaluated students' progress in their speaking ability after teaching by using Hallo: Speak English Application. The researcher also asks the English's teacher opinion about the students' enhancement in speaking.

D. The technique of Data Analysis

Data from observations and interviews in this study can be seen from the scores on the observation sheet used. The percentage of achievement scores on the observation sheet is accumulated to determine the increase in student activity in the teaching and learning process, especially speaking using Hallo: Speak English Application. The percentage will be obtained from the average rate of student activity per Meeting.

1. Qualitative data

In this Research, the process of analyzing the qualitative data used some components, including analyzing data, presenting the data (it can be a percentage of data), and conclusion or verification. The data included in qualitative data are

Documentation and interview. The researcher then explained that raw data collected at the beginning of the Cycle are synthesized and summarized to suggest further episodes of the data collection and analysis. In turn, these data add to the assembly of information links that permit ideas to be formulated and other actions to be taken. Further action means that data analysis can be reviewed, and construction can be drawn.

2. Quantitative data

The researcher used quantitative data to support the research result, especially for the students' speaking results. The quantitative data are the students' speaking scores in pre-and post-tests. To measure the scoring system in speaking competence, The researcher measures the competency based on professor Cyril[19]; some indicators are supposed to measure speaking. The hand can be seen in the table below.

Table 3.3 Indicators of Speaking Measurement
Fluency

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although they may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant. Passively maintains address and needs regular prompts.

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[19] Weir, Cyril, *Language Testing and Validation* (New York: Palgrave Macmillan, 2005). p.194

	1 (fair)	The students speak so tiny that no "fluent" speech can be said to occur.

Table 3.4 Indicators of Speaking Measurement
Pronunciation

Aspect	Category	Indicators
Pronunciation	4 (excellent)	Occasional errors of Pronunciation fewinconsistencies of rhythm, intonation, and Pronunciation, but comprehension is not impeded.
	3 (good)	Rhythm intonation and Pronunciation require more careful listening, some errors of Pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation, and Pronunciation.
	1 (fair)	Words are unintelligible.

Table 3.5 Indicators of Speaking Measurement
Vocabulary

Aspect	Category	Indicators
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use of vocabulary with frequent inappropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.

Table 3.6 Indicators of Speaking Measurement
Grammatical Accuracy

Aspect	Category	Indicators
	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of

Grammatical Accuracy		vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use of vocabulary with frequent inappropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.

Table 3.7 Indicators of Speaking Measurement
Interaction Strategy

Aspect	Category	Indicators
Interaction Strategy	4 (excellent)	Interacts interactively and readily participates and follows the discussion.
	3 (good)	The use of interactive strategies is generally adequate but sometimes experiences difficulty consistently maintaining interaction.
	2 (adequate)	Interaction interactive. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction are minimal.

From the text above, The researcher views that there are some indicators of speaking skill measurement. They are fluency, Pronunciation, vocabulary, grammatical accuracy, and interactional strategies

The quantitative evaluation above was converted into nominal to find the mean subject score.

Table 3.8 Classification of Speaking Measurement

Score	Classification
89 - 100	Excellent
77 - 80	Good
64 - 76	Adequate
< 64	Fair

To analyze the students' speaking skills by Hallo: Speak English Application in this study is to use descriptive statistical analysis of the data.

Converts a score to a student's grade

$$\text{\underline{\textbf{The number of raw scores}} } \boldsymbol{x}\ \textbf{100}$$

$$maximum\ score$$

Looking for an average grade of students : [20]

$$\textbf{Mx} = \frac{\sum\textbf{X}}{\textbf{N}}$$

Where:

Mx: Average

$\sum$X: Number of scores (grades) of existing students

N: Total sample

To know each students activity in the class percentage, The researcher would use the following formula : [21].

$$P = \frac{F}{N} \text{ X } 100\%$$

Where:

P: Percentage

F: Number of each indicator of students' participation

N: Total number of students.

[20] Sudijono,Anas "Pengantar Statistika Pendidikan," cet. ke-27 (Jakarta: Raja Grafindo Persada, 2018). P.18

[21] Anas Sudjono, "Pengantar Statistik Pendidikan," Ed. ke-1 (Jakarta: Raja Grafindo Persada, 2007). p.43

3. Criteria of the Success of Classroom Action Research

In this Research, The teacher and the collaborators determine the criteria for successful action. The action's success is based on observation. Suppose the observation result shows 75% of the students' activeness in the teaching and learning process and enhancement scores from the pre-test until the second post-test in Cycle two. In that case, they could pass the target score of the minimal mastery level criterion (KKM). The KKM that must be fulfilled considering the speaking subject is 77 (Seventy-seven), adapted from the school agreement (MAN Palopo). If the criterion of the action success is reached, the following action of the classroom action research would be stopped. Still, if the requirements have not been achieved, the alternative action would be done in the next Cycle.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the research findings and the discussion. The findings in this part consist of the data obtained through the test to know the effect of teaching English by Increasing students' speaking skills using Hallo: Speak English Application. The findings that The researcher reported in this chapter are based on the analysis of data collected. The discussion deals with the description, arguments, and further interpretation of the findings in the Research.

A. Finding Research

1. The Description of Madrasah Aliyah Negeri Palopo

a. A Brief History of Its Establishment Madrasah Aliyah Negeri Palopo

Madrasah Aliyah is one of the formal institutions managed by the Ministry of Religion. The Palopo State Aliyah Madrasah (MAN Palopo) is a function transfer from the Palopo State Religious Teacher Education (PGAN Palopo). PGAN Palopo was initially founded in 1960. Its name was PGAN 4 Years (junior high school level), then the study period was increased by two years to become PGAN 6 years (high school level). This took place from 1968 to 1986. Then from 1986 to 1993, the learning period changed to three years after M.T.s changed from 4-Year PGAN at The teacher Education School (SPG) level. PGAN Palopo, which studied for three years, ended in 1993. Two years before the study period, PGAN Palopo, namely in 1990, was converted into Madrasah Aliyah Negeri Palopo (MAN Palopo.

This is based on the Decree of the Minister of Religion of the Republic of Indonesia, number 64 of 1990, on April 25, 1990[22]

During the time from 1990 to the end of 2021, from PGAN Palopo and then changing its function to MAN Palopo, there have been several changes to the Principal, namely as follows:

Table 4.1 The Condition of Teacher and Official Employers in MAN Palopo in Academic Year of 2021/2022

No	NAMA KEPALA MADRASAH	PERIODE	KETERANGAN
1	H. Abd. Latip P., BA	Peralihan dari PGA ke Man Palopo tahun 1990-1996	
2	Drs. M. Jahja Hamid	1996-2001	
3	Drs. Somba	2001-2003	
4	Drs. H. Mustafa Abdullah	2003-Januari 2005	Data 2019-2022
5	Nurjam Baso, S.Pd.	2005-2007	
6	Dra. Maida Hawa, M.Pd.I.	2007-2019	
7	Dra. H. Jumrah. M.Pd.I.	2019-Now	

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[22]Staff TU Madrasah Aliyah Negeri Palopo, *Profil Sekolah.*

b. Madrasah Vision and Mission

1) Vision

The realization of students who are faithful, devoted, intelligent, skilled, and have noble character and master science and technology that are competitive in the era of the industrial revolution 4.0.

2) Mision

a. Foster appreciation of the values of sincerity and practice in everyday life.

b. Implement learning and guidance effectively and efficiently so that students can develop optimally according to their potential

c. Increase motivation and confidence in learning both individually and in groups

d. Cultivate discipline and a productive work ethic

e. Develop an ICT-based learning system (Information and Communication Technology) that is ready to compete in the Industrial Revolution 4.0

f. Develop skills/skills that characterize Madrasah.

c. Students' Condition

Students are one of the factors that will determine the smoothness of the learning process. Based on the results of the Research obtained and regarding the number of students in Madrasah Aliyah Negeri Palopo, namely as follows :

Table 4.2 Total of the Students at Madrasah Aliyah Negeri Palopo in

Academic Year of 2021/2022

Grade	TOTAL		
	MALE	FEMALE	
Tingkat Kelas X	78	138	
Tingkat Kelas XI	87	162	
Tingkat Kelas XII	94	208	
Tot	**259**	**508**	**767**

2. **The Students' Score in Pre-Test**

The Research finds the scores for Pre-test and Post-test in XI RISET Class on the students' speaking achievement results. In this part, The researcher reported the effect of XI RISET by comparing the pre-test and post-test.

Pre Test

In this Research, before Cycle one, The researcher conducted the pre-test on July 13, 2022. The result of the students' pre-test scores can be seen in the table as follows:

Table 4.3 Frequency of Students' score Pre – test

Classification	Score	Frequency	Percentage
Excellent	4	0	0%
Good	3	1	4%
Adequate	2	2	8%
Fair	1	22	88%
Total		25	100%

The data above shows the highest pre-test score was 88% or 22 frequencies on proper classification, whereas the lowest score was 0% or none of the students' excellent category. It means students started to have a fair score in the pre-test, with the show in part of good classification was a high percentage of the 25 students.

Table: 4.4 The students' Pre-test 1 Result of Cycle 1

	N	Minimum	Maximum	Sum	Average	Std. Deviation
Score Post Test 1	25	50	85	1495	59.8	8.9536
Valid N (listwise)	25					

Based on the table, the students got an average score of 59.8. The learning process was said success. The minimum standard of English lessons at MAN Palopo is at least 77. It is the lowest score of standard score. That's why The researcher chose a Hallo; Speak English Application to enhance their speaking skills in MAN Palopo.

Cycle 1

1. **Planning**

In this stage, The researcher to collaborate with an English teacher class is Mrs. Rahmawati S.S. The researcher and the collaborator planned to give material about Talking about self. The researcher and the collaborator prepared several things related to the teaching and learning process, such as: preparing the lesson, preparing the material, making the instrument that would be examined as the pre-test and post-test in cycle 1 preparing the strategy that is used in interview strategy made observation sheet of the classification students', identified the problem and found the cause of the situation at first and the end of learning activities, and The researcher planned to give an evaluation to measure how far the students can accept the material that have been taught.

2. **Acting**

   a. **The first Meeting**

The First Meeting was conducted on July 13, 2022. The researcher opened the lesson by greeting, checking the attendance list, and motivating the students. Afterward, The researcher explained what they would learn and what to reach.

The researcher introduced Hallo: Speak English Application and explained how to use the Application and then explained the material about "Talking about self", Do you know what talking about self is? The researcher explained the definition, function, structure, and example of Talking about self. After finishing her explanation, she gave the students a chance to ask questions.

After the material delivery was considered sufficient, The researcher made a lottery paper. Each student took the lottery paper to avoid dust when students were called one by one based on the student attendance list. In that way, students could also prepare themselves. After The researcher had done the lottery, The researcher explained how to have a dialogue through Hallo: Speak English Application with the topic "Talking about self" by using the InstaMatch feature to find someone as a talking partner. Students would have conversations like the previous Researcher did by using the InstaMatch feature and, of course, with the same topic. Students were enthusiastic and asked if they could bring a list of questions according to a predetermined theme. The researcher straightened that students would have a dialogue in English with a native speaker or non-native speaker (random people) and could bring a list of questions. Students were worried when The researcher said that students would have conversations with random people in Hallo: Speak English Application using English.

The researcher permitted the students to bring a list of questions when they were going to do a conversation test, and there was a slight relief on the students' faces. The student called forward to have a conversation and chose a friend they would talk to on Hallo: Speak English Application in their respective InstaMatch features. Some students are often skipped, so they must wait long to get friends to chat with random people in Hallo: Speak English Application using the InstaMatch feature. Almost all students still don't hear their voices because they are not too confident when carrying out conversations, but some have started to listen to their voices even though they are still a little not visible when having a dialogue. Some

students still don't have a clear pronunciation of English and are still hesitant to speak in English. Students who have not had their turn to come forward for the test with The researcher and collaborator practice in their place to make noise and not hear the conversation that is doing the test. The researcher and the collaborator provide opportunities for each student to discuss Hallo: Speak English Application within 1 minute, every student with the theme "Talking about self" using the InstaMatch feature. And then, The researcher and the collaborator assess students by paying attention to 5 aspects of speaking skills: Fluency, Vocabulary, Pronunciation, Grammatical Accuracy, and Instruction Strategy, as well as motivating to be more confident and correct students mistakes when having a conversation on the Hallo: Speak English Application by using the InstaMatch feature.

b. **The Second Meeting**

The second Meeting was conducted on July 15, 2022. The researcher began the lesson in the class by praying, greeting the students, checking the attendance list, and asking about the students' condition.

At this time, The researcher reviewed the material in the last Meeting. The researcher reviewed the explanation of the fabric of "Talking about Self." Then The researcher explained how to have a conversation in Hallo: The Speak English Application is still the same as yesterday, but there are a few changes. Students can no longer bring a list of questions to the fore as later dialogue material. Until the second Meeting, there were still students who did not feel confident, and finding a

partner to talk to in Hallo: Speak English Application in the InstaMatch feature was still challenging. At the second Meeting, students began to master well how to use the features available in Hallo: Speak English. Students were also given 5 minutes to practice in their respective places. Then they were called to do a speaking test with collaborators and researchers. Some students start to hear their voices when they are having conversations even though sometimes their votes don't come back, and there are also many students whose voices are still not audible. Student interaction is still less visible when and still looks hesitant to speak in English. Class conditions are still not entirely conducive because students who have not advanced are still busy practicing in their respective places. And then, The researcher and the collaborator assess students by paying attention to 5 aspects of speaking skills: Fluency, Vocabulary, Pronunciation, Grammatical Accuracy, and Instruction Strategy, as well as motivating to be more confident and correct students mistakes when having a conversation on the Hallo: Speak English Application by using the InstaMatch feature.

c. Post Test 1

The third Meeting was conducted on July 18, 2022. This Meeting was used to post-test one after the students were given action. The Meeting started by greeting, praying, checking the attendance list, and asking about the students' condition. Then, The researcher gave a post-test to the students to have a conversation and answer the question random people or native speakers in Hallo: Speak English Application.

In post-test 1, the result of the student's test was better than the students' test before giving treatment. In this session, The researcher got the impact of the students' post-test 1 in cycle 1. The result can be seen as follows :

No	Name Students	Aspect					Score	Target ≥ 77	Classification
		F	P	V	GA	I.S.			
1	S1	2	2	3	3	4	14	70	Fair
2	S2	2	3	3	3	3	14	70	Fair
3	S3	3	3	3	3	4	16	80	Adequate
4	S4	3	3	4	3	3	16	80	Adequate
5	S5	3	3	4	3	3	16	80	Adequate
6	S6	3	3	2	3	3	14	70	Fair
7	S7	3	3	3	3	3	15	75	Fair
8	S8	3	3	3	3	4	16	80	Adequate
9	S9	3	3	4	4	4	18	90	Good
10	S10	3	3	3	4	4	17	85	Good
11	S11	3	3	3	3	4	16	80	Adequate
12	S12	3	3	3	3	3	15	75	Fair
13	S13	3	3	3	3	4	16	80	Adequate
14	S14	3	3	3	3	3	15	75	Fair
15	S15	3	3	2	3	3	14	70	Fair
16	S16	2	2	3	3	3	13	65	Fair
17	S17	3	2	3	3	4	15	75	Fair
18	S18	3	3	3	3	3	15	75	Fair
19	S19	3	2	3	3	3	14	70	Fair
20	S20	3	2	3	3	3	14	70	Fair
21	S21	3	2	3	3	3	14	70	Fair
22	S22	4	3	3	4	4	18	90	Good
23	S23	2	2	4	3	3	14	70	Fair
24	S24	2	2	4	3	3	14	70	Fair
25	S25	3	2	3	2	4	14	70	Fair

Table 4.5 The Students' Speaking score test in the First Cycle
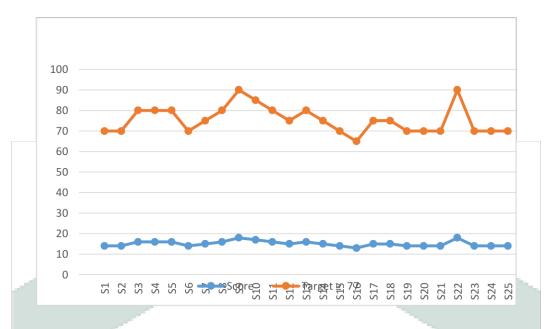
Figure 4.1 Diagram of the Result Test Students' Cycle 1

This shows that the highest score of speaking performance in the Post-test Cycle 1 was only three got 78 scores, and the lowest score of 24 students was 17. One student got a good point in the post-test, whereas just one of 24 students got deficient speaking performance.

Table 4.6 Frequency of Students' scores post-test

Classification	Score	Frequency	Percentage
Excellent	4	0	0%
Good	3	3	12%
Adequate	2	6	24%
Fair	1	16	64%
Total		25	100%

The data above shows the highest score of the Post-test Cycle 1 was 64% or 16 frequencies on proper classification, 24% or frequencies or six on good category, and 12% or three frequencies on good variety. In contrast, the lowest score was 0% or none of the student's excellent classification. It means students started to have an adequate score in the pre-test, with the show in part of fair classification was a high percentage of the 25 students. The fact showed that the result was unsatisfactory.

Table: 4.7 The students' Post-test 1 Result of Cycle 1

	N	Minimum	Maximum	Sum	Average	Std. Deviation
Score Post Test 1	25	65	90	1885	75.4	6.6017
Valid N (listwise)	25					

.The criteria of the students who successfully mastered the material were the students who got a minimum score of 65 and an average got 75.4. The learning process was successful when 80% got a score above 77. The fact showed that the result was unsatisfactory.

3. Observing

The researcher conducted two meetings in Cycle I. The researcher gave material about "Talking about Self." Based on the observation made by The researchers and the collaborators, it is concluded as follows :

   a. Observation of The teacher

Based on the observation results in the one Cycle, The researcher has made an excellent Lesson Plan. The primary competency standards have made the Lesson Plan. The researcher has prepared media in the form of an Application, namely Hallo Speak English Application well, and can attract students' attention in learning speaking. The researcher has conveyed the learning objectives that will be achieved and appreciated at the beginning of the Meeting well.

   b. Observation of Students

Observing students' activity in the classroom was the observer's duty. The researcher observed everything that happened in the classroom while the teaching and learning process was accomplished. Here, The researcher used observation that

has been formed The researcher concerning the cases to be observed along with the observation. The observer also noticed things not noted in the observation form using oral observation.

4. Reflecting

The result of Cycle I showed an enhancement in the result at pre-test and post-test 1. The students were interested enough in the learning process, although the condition of the learning process was still uncontrolled. Some students still did not focus on the material, making the condition noise.

The English learning process in cycle 1 was successful enough, although the students' average score was low. Nevertheless, there was an enhancement score in the post-test compared to the pre-test score. This is of illustration score in cycle 1:
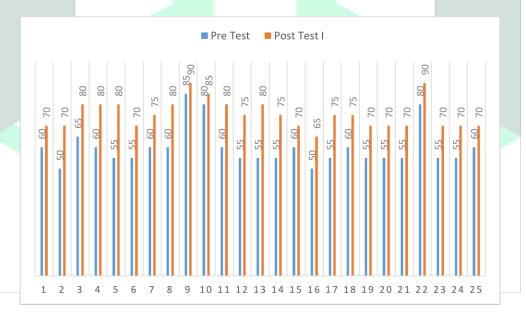
Figure 4.2 Diagram of the Result Test Students' Pre-test and Post-test Cycle 1

Figure 4.3 The Average of the Students' Speaking Skill Score on Pre-Test and Post-Test 1

In this Research, The researcher gave a post-test to know the students speaking Skills. From the average score of pre-test and post-test Cycle one above, it can be seen that there was an enhancement in students' skills. The average score on the pre-test was 59.8, and the average score on post-test cycle 1 was 75.4. Based on the analysis above, The researcher concluded that this Research should continue in Cycle II. After finishing Cycle 2, The researcher and the collaborator discussed the teaching-learning process to make some reflections.

The researcher used classroom English in activities like opening and closing lesson, giving instructions, etc. Almost all students could comprehend the classroom language. However, some parts students could not understand well, primarily related to education. The researcher needed to repeat her instructions twice and sometimes translate them into Bahasa Indonesia to make students understand. In general, the students started to know and get used to the classroom English. They could understand and respond to it. Some other problems appeared. It is related to class management.

The researcher found it challenging to manage the students and focus their attention on the learning process. Sometimes The researcher could not handle the students when they were using Hallo: Speak English Application and found their match in the Hallo: Speak English Application. Consequently, the class situation was crowded and related to time management. Therefore to avoid excessive noise in the students who will take the test, Hallo: Speak English Application as an assessment material takes place in the classroom while others are outside the classroom while waiting their turn for the speaking test but still under the supervision of The teacher. Thus, these two problems will be addressed in Cycle II.

Cycle II

Cycle II was similar to Cycle I. It was divided into planning, acting, observing, and reflecting. It was explained in more detail as follows:

1. **Planning**

In this step, The researcher collaborated with the English Teacher in the school Mrs. Rahmawati S.S. The researcher and the collaborator would like to make and discuss the lesson plan. Based on the students' results in Cycle I, The researcher and collaborator concluded that the problems were; some students were not confident and shy if they spoke English, it was challenging to express their idea, and the students were afraid if they made a mistake. Therefore, The researcher and collaborator tried to revise the several problems that appeared in Cycle I and arranged a lesson plan for continuing in Cycle II.

2. Acting

   a. The First Meeting

     The first Meeting was done on July 25, 2022. Before The researcher began the lesson, The researcher greeted the students when entering the classroom, checked the attendance list and asked about the students' conditions, gave an idea to the students about the teaching materials that would be learned, and made sure that students were ready to learn.

     The researcher started with some questions about the material, "What is Giving and Opinion ?" Students answered enthusiastically. And then, The researcher gave the students a chance to ask a question. After the delivery of the material was considered sufficient, Researchers began to explain things about Hallo: Speak English Application again to students. The researcher informed students that students would have conversations on Hallo: Speak English Application with the InstaMatch feature like the previous days. Students still feel enthusiastic and ask whether the dialogue about Giving and Opinion is like the material that has been learned today or still with Talking about self-material, The researcher straightens that students will talk with material about Giving and Opinion, The researcher gives an example of a conversation directly through the Hallo: Speak English Application with the theme of Giving and Opinion, students also feel enthusiastic and prepare themselves, but it is different from the previous day the students who have not carried out the practice test outside the classroom to prevent noise in the classroom when other students are doing the speaking test. The students' voices during the speaking test had begun to sound more extensive and

precise. Students have also started to appear to have their own strategy in carrying out conversations in Hallo: Speak English Application with native or non-native speakers, although they do not fully demonstrate it. Students who are not getting tests Hallo: Speak English Application, do not disturb their friends who are doing the test. They are busy practicing outside the classroom, preparing their turn to do the test in front of The researcher and collaborator. And then, The researcher and the collaborator assess students by paying attention to 5 aspects of speaking skills: Fluency, Vocabulary, Pronunciation, Grammatical Accuracy, and Instruction Strategy, as well as motivating to be more confident and correct students mistakes when having a conversation on the Hallo: Speak English Application by using the InstaMatch feature.

b. The Second Meeting

The second Meeting was conducted on August 1, 2022. The researcher began the lesson in the class by praying, greeting the students, checking the attendance list, and asking about the student's condition.

At this time, The researcher reviewed the material in the fourth Meeting. Students have understood the use of Hallo: Speak English Application, and no one else has difficulty accessing all the features available in Hallo: Speak English Application. Students also said that they have found and talked to many people through the InstaMatch feature so that aspects that exist in speaking skills begin to be fulfilled. Students are not afraid or shy anymore to go forward. Every student scrambles to be given a turn first to show their speaking skills. There are many

aspects that students have fulfilled when speaking because students are already used to conditions like this before. Students are no longer shy and afraid to express and interact. Class conditions are no longer crowded and noisy because each student is confident in performing their role in front of collaborators and researchers. The collaborator and The researcher were given the correction if they made mistakes in Pronunciation, intonation, or stress patterns after they had finished speaking with a native speaker or random people in Hallo: Speak English Application. And then, The researcher and the collaborator assess students by paying attention to 5 aspects of speaking skills: Fluency, Vocabulary, Pronunciation, Grammatical Accuracy, and Instruction Strategy, as well as motivating to be more confident and correct students mistakes when having a conversation on the Hallo: Speak English Application by using the InstaMatch feature.

c. Post Test II

To know how successful the learning was in improving the students' speaking skills by using the Hallo: Speak English Application strategy at the cycle 2, the post-test did on August 8, 2022. The researcher asked the students to speech monolog about giving, and their opinion practiced it using Hallo: Speak English Application. The post-test two has finished, and the result of it can be seen in the table bellows:

4.8 The Students' Speaking score test in the Second Cycle

No	Name Students	Aspect					Score	Target ≥ 77	Qualification
		F	P	V	GA	I.S.			
1	S1	3	3	4	3	4	17	85	Good
2	S2	2	3	3	4	4	16	80	Adequate
3	S3	3	3	4	4	4	18	90	Good
4	S4	3	3	4	4	4	18	90	Good
5	S5	3	3	4	4	4	18	90	Good
6	S6	4	3	3	4	4	18	90	Good
7	S7	3	3	4	4	4	18	90	Good
8	S8	3	4	3	4	4	18	90	Good
9	S9	4	4	4	4	4	20	100	Excellent
10	S10	4	3	4	4	4	19	95	Excellent
11	S11	4	3	3	4	4	18	90	Good
12	S12	4	3	4	3	4	18	90	Good
13	S13	3	3	4	3	4	17	85	Good
14	S14	3	3	4	3	4	17	85	Good
15	S15	3	3	3	4	3	16	80	Adequate
16	S16	3	3	3	3	4	16	80	Adequate
17	S17	3	3	3	3	4	16	80	Adequate
18	S18	3	3	4	3	3	16	80	Adequate
19	S19	3	3	4	3	3	16	80	Adequate
20	S20	4	3	3	3	3	16	80	Adequate
21	S21	4	3	3	3	3	16	80	Adequate
22	S22	4	3	4	4	4	19	95	Excellent
23	S23	3	3	4	3	3	16	80	Adequate
24	S24	3	3	4	3	3	16	80	Adequate
25	S25	3	3	3	3	4	16	80	Adequate

Figure 4.4 Diagram of the Result Test Students' Cycle II

This shows that the learning process was successful. It can be inferred that the learning process has done well, and the students were more active in the class than in cycle 1.

Table 4.9 Frequency of Students' score Post-test

Classification	Score	Frequency	Percentage
Excellent	4	3	0%
Good	3	11	12%
Adequate	2	6	24%
Fair	1	16	64%
Total		25	100%

The table above shows the result of students' scores in post-test 2. It can be seen that there was an enhancement in the score of post-test one and post-test 2. There were 25% (25 students) got complete score and 0% (0 students) got incomplete score.

Table: 4.10 The students' Post-test results of Cycle 2

	N	Minimum	Maximum	Sum	Average	Std. Deviation
Score Post Test 2	25	80	100	2145	145	6.6069
Valid N (listwise)	25					

The average score was 81.52. The average score on post-test 1 was 69.76. It means there was an enhanced score from post-tests 1 and 2.

3. Observing

a. Observation of Teacher

Based on the observations in Cycle I, The researcher has made an excellent Lesson Plan. The Lesson Plan has been made following the basic competency standards. The researcher has prepared media in the form of an Application, namely Hallo: Speak English Application well and can attract students' attention in learning speaking. The researcher has conveyed the learning objectives that will be achieved and appreciated at the beginning of the Meeting well.

b. Observation of Students

Based on observational activities conducted by researchers and collaborators in Cycle II, The researchers and the collaborators found that student participation was excellent. Therefore students follow the learning process enthusiastically so that the class appears more active than before. The students feel accessible to Hallo: Speak English Application and look very good at improving their English skills.

4. Reflecting

The result of Cycle II was better than Cycle I. There was a significant enhancement in this Cycle. The condition of the class was getting better than before. The students listened to The researcher and collaborator's explanation. In Cycle I, many students made noise during the learning activity and also when the test taking place in the speaking trial on Hallo: Speak English Application so that many of the students did not hear their voices, so in Cycle II, almost all students begin to see aspects of speaking Skill. The students are more active and interactive, making conversation with a native speaker or non-native speaker (random people), and students who do not take the test any longer make noise as in Cycle I because The researcher and the collaborator have provided a particular room for those who do the speaking test while those who have not done the speaking test experiment Hallo: Speak English Application outside the classroom under the supervision of a collaborator. The researcher and the collaborator have suggested that students always use the Application regularly to be more confident and bravest in presenting and expressing their ideas in speaking English.

Finally, The researcher concluded that using Hallo had solved the problem: Speak English Application. The teacher should motivate students always to use Hallo: Speak English Application and motivate the passive students to be brave enough to express their ideas. Furthermore, it proved that Hallo: Speak English Application could enhance students' speaking skills.
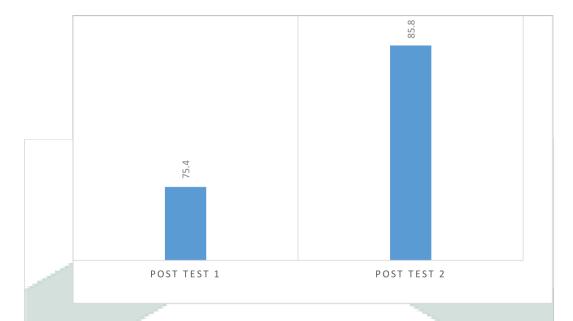
Figure 4.5 The Average of the Students' Speaking Skill Score on Post-Test 1 and Post-Test II

Based on the figure above, it could be concluded that there was an enhancement in post-test one and 2. The average score in post-test 1 was 75.4. Then, the average score in post-test 2 was 85.8.

1. **Interpretation Action and Learning Result**
   a. **Action and Learning Result at Cycle 1**

The English learning process in cycle 1 was successful enough, although the students' average score was low. Nevertheless, there was an enhancement score in the students' post-test 1.

In this Research, The researcher gave pre-test and post-test 1, which aimed to know the students' speaking skills before and after action (treatment). From the

average score for the pre-test and post-test1 above, it can be seen that score for the pre-test was 59.52, and the score for post-test 1 was 69.76.

b. Action And Learning Result at Cycle II

The teaching and learning process in cycle 2 was on the climax situation. The students' scores enhanced significantly, and the class condition was conducive.

Table: 4.11 The students' Pre-test, Post-test 1, Post-test II

	N	Minimum	Maximum	Sum	Average	Std. Deviation
Score Pre Test	25	50	85	1495	59.8	8.9536
Score Post Test 1	25	65	90	1885	75.4	6.6017
Score Post Test 2	25	80	100	2145	85.8	6.6069
Valid N (listwise)	25					
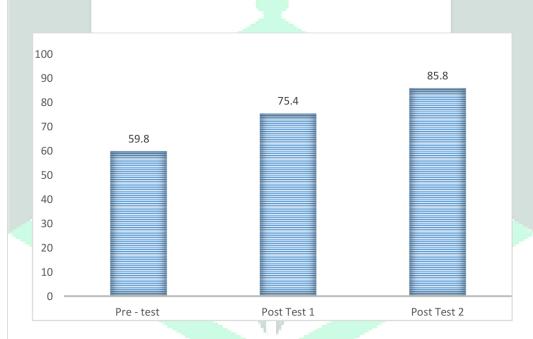
Figure 4.6 The Average of the Students' Speaking Skill Score on Pre-test Post-Test 1 and Post-Test II

Based on the table and figure 7. above, it could be concluded that there was an enhancement in the pre-test, post-test one, and post-test 2. The average score for

the pre-test was 59.8, the average for post-test 1 was 75.4, and the average score in post-test 2 was 85.8.

2. Students' Perception of the use of Hallo : Speak English Application

To persuade The researcher to use the Hallo: Speak English application, The researcher provided a six-statement questionnaire. Strongly disagree, disagree, neutral, agree, and agree are the options offered. In addition, after utilizing the Hallo: Speak English Application, the students were asked to comment on how the questionnaire's lines affected their emotions.

Table 4.12.1 Students' Perception of Hallo: Speak English Application

No	Statement	SA	A	D	SD
1	Hallo : Speak English Application is an easy-to-use English learning application *(Hallo : Speak English Application adalah aplikasi pembelajaran bahasa Inggris yang mudah digunakan)*	24%	60%	16%	0%

The table above shows that 24% of students strongly agree with the statement *"Hallo: Speak English Application is an easy-to-use English learning application,"* and 60% agree. While 16% of students said disagree, 0% said strongly disagree. Thus, it can be concluded that most students (84%) are interested in learning to speak using Hallo: Speak English Application.

Table 4.12.2 Students' Perception of Hallo: Speak English Application

No	Statement	SA	A	D	SD
2	Hallo : Speak English Application helps me to overcome my worries in speaking English *(Hallo : Speak English Application membantu saya dalam mengatasi ke khawatiran saya dalam berbicara bahasa Inggris)*	20%	68%	12%	0%

The table above shows that 28% of students strongly agree with the statement *"Hallo: Speak English Application helps me to overcome my worries in speaking English,"* and 56% agree. While 12% of students said disagree, and 4% of students said strongly disagree. Thus, it can be concluded that most students (88%) can help them be confident in speaking by using Hallo: Speak English Application.

Table 4.12.

No	Statement	SA	A	D	SD
3	Features in Hallo : Speak English Application helps me in honing my speaking skill *(Fitur yang ada di Hallo : Speak English Aplikasi sangat membantu saya dalam mengasah ketrampilan speaking saya)*	20%	68%	8%	4%

The table above shows that 20% of students strongly agree with the statement *"Features in Hallo: Speak English Application helps me in honing my speaking skill,"* and 68% agree. While 8% of students said disagree, and 4% said strongly disagree. Thus, it can be concluded that most students (88%) enhanced their speaking skills after being taught by using Hallo: Speak English Application.

Table 4.12.4 Students' Perception of Hallo: Speak English Application

No	Statement	SA	A	D	SD
4	Hallo : Speak English Application makes me more confident to hone my speaking skills *(Hallo : Speak English Application membantu saya mengembangkan kemampuan speaking dalam bahasa Inggris)*	28%	56%	12%	4%

The table above shows that 28% of students strongly agree with the statement *"Hallo: Speak English Application makes me more confident to hone my speaking*

skills," and 56% agree. While 12% of students said disagree, and 4% of students said strongly disagree. Thus, it can be concluded that most students (84%) are interested in learning to speak using Hallo: Speak English Application.

Figure 4.7.1 Students' Perception using Hallo: Speak English App

Most liked learning to speak using Hallo: Speak English Application to teach Speaking English. Reviewing the students' responses to the statement, we see that there are 92% choose "Y.A." and 8% Choose "TIDAK."
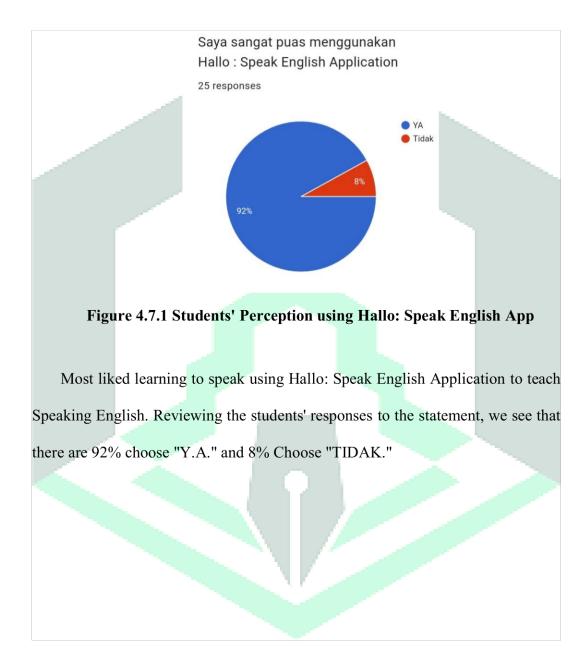
Figure 4.8.2 Student's Perception using Hallo: Speak English App

Most students supported the recommendation that their friends utilize Hallo: Speak English Application to teach Speaking English. Reviewing the students' responses to the statement, we see that there are 92% choose "Y.A." and 8% Choose "TIDAK."

After analyzing the questionnaire, The researcher found that most students were interested in learning to speak by using Hallo: Speak English Application. In addition, the data also showed that students felt that English movies could help them enhance their speaking skills. Thus, it can be concluded that Hallo: Speak English Application can be used in language classrooms to support and facilitate the students' speaking skills.

B. Discussion

This study aimed to find the effectiveness of Hallo: Speak English Application in improving the students' speaking skills. After the data collection and analysis, it can be seen clearly that Hallo: Speaking Skill effectively enhances the students' speaking skills. Besides, it was also found that the students had a positive perspective on the use of Hallo : Speaking English in English teaching and learning.

The background explained that the students lacked speaking performance in the classroom. And from the result of the pre-test also showed that most students could not speak English well because they felt it was difficult to Vocabulary and Pronounce English words, etc. Several students did not even feel willing to talk during the pre-test because they were not confident. However, during the implementation of Hallo: Speak English Application in the English class, most students felt interested and satisfied in practicing their speaking. Using Hallo: Speak English Application, they can converse with a native and non-native speaker (Random People) several times in the InstaMatch feature. Besides, they could also be learning with a native speaker/Teacher in the InstaClass feature. The number of students showed satisfactory progress in speaking. They can make their Pronunciation, grammatical, and vocabulary better, and they could also enhance their confidence when speaking in English. Besides, their motivation increased because of some reasons. They can use simple Applications in learning English, and they could utilize their gadget in the classroom and everywhere since the gadget was rarely used by The teachers there.

Based on the finding and the explanation above, Hallo: Speak English is more beneficial for increasing students' speaking Skills. The result of this study supports the previous Research done by; Kiddle and Czier (2011), who states that motivation is also strongly influenced by social and contextual factors. Students' immediate environment, teachers, and friends play an essential role in goal setting, attitude foundation, and influencing students' beliefs and the training and tenacity with which they carry out a learning activity.[23]

In addition, the use of Hallo : Speak English Application to enhance speaking skill as the research has some similarities and differences with the previous study. The first from Shofi Nur Jannah (2020), in her thesis *"Hello English Application as Supporting Device in English Learning Speaking Skill"* The purpose of this Research is to find the speaking contained in Hello English application, and the conversation practice games integrate and suitable with productive Skill. This study generally employs a qualitative research approach, descriptive analysis, and content analysis to uncover the types of speech and conversation now available in the Hello English app. Researchers conducted extensive testing to identify the best mobile app for teaching English before settling on Hello English. Researchers in this study relied on written records to collect data, which were then transcribed, coded, and tabulated for analysis. With this software, researchers utilize the Gail Jefferson transcription system, which has at least 15 distinct signs for indicating sounds, pitches, and vowels in conversational practice.

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[23] Judit Kormos, Thom Kiddle, and Kata Csize, "Systems of Goals , Attitudes , and Self-Related Beliefs in Second-Language- Learning Motivation," no. May (2011): 495–516, https://doi.org/10.1093/applin/amr019.

The researcher finds several interactive lessons and games related to the linguistic aspect. To determine the speaking, The researcher must narrow down all the tasks, classify them into several terms, and code them depending on their number of phases. There are a total of 47 lessons focused on improving one's ability to communicate verbally; these lessons are organized into the following nine categories: 1) greeting/introduction; 2) as/giving something; 3) hobby/favorite things; 4) talk/expression; 5) describing/explaining something; 6) location; 7) occupation; 8) animal; and 9) other. Expertise in communication is necessary, but researchers also need a unique approach to analyzing and re-creating the discourse. The study's author concluded that the Hello English app would prove helpful as a speaking aid for students of English. When it's practical and engaging, it's more likely that students will want to download it onto their smartphones.

The second researcher from Hidayati (2019), in her thesis *"Students' Motivation to Learn English Using Mobile Applications: The Case of Duolingo and Hello English.* Provided participants access to two free English learning apps and studied how they utilized the applications to supplement their English education. To be more specific, it investigated the participants' levels of English motivation in the context of learning English, how they utilized the apps and the question of whether or not the participants' varying levels of motivation influenced the amount of time they spent using the apps. The Research was carried out using a mixed method approach, and the tools used to collect data included a daily notebook and a questionnaire. According to the findings, the students demonstrated a high level of engagement in utilizing both apps. Despite only having a surface

level of interest, they could nevertheless benefit from the convenience and adaptability of learning English through applications. In addition, it was shown that students' English learning motivation had little bearing on the amount of time spent utilizing the apps; instead, the students' favorable response toward using the applications was a potential indicator of developing autonomous English learning outside of the classroom. A further comprehensive finding was discussed, along with critical questions about the current trends of mobile language acquisition. The researcher examined the Duolingo and Hello English applications simultaneously to compare them. And concluded that most students use Hello English in addition to Duolingo interchangeably. There were only a few students who decided to use only one program, either Duolingo or Hello English, because they found utilizing both applications at the same time to be complicated.

The third from Yuanita, S. (2019). In her thesis, *The Implementation of Hello English Application as English Learning Media to Teach Speaking Skill in Tourism Major at the Tenth Grade Students at SMK 1 Karanganyar,* This Research uses qualitative description research and procedures in data collecting such as observation, interviewing, and Documentation. This study uses a theory developed by Hymes (1970) as a point of reference for determining and examining how the Hello English program might be used as an English learning medium to teach speaking ability. Both the instructor and the students participated as subjects in this investigation. In applying the material, the results of this study indicate, based on an analysis of the data, that The teacher divides the learning process into three parts such as pre-teaching, while teaching includes observing the step; question and

answer step; gathering information or trial step; step of association or information processing; the communication step; and post-teaching. You can find these steps in the Application of the material. The students' answers to implementing The teacher's approach are favorable. This is because the kids can grasp and enjoy the learning process while the instructor is teaching them. The researcher concluded that a teacher should break up the learning process into three distinct phases: pre-teaching, during teaching (which included observing steps of association or information processing), and post-teaching. These phases include pre-teaching, while teaching, and post-teaching, respectively.

And the last researcher form Hikma , dkk. (2021) *"Improving Aliyah Student's Speaking Skill by Using Podcast.* The necessity of deploying technology in the teaching and learning process during the COVID-19 pandemic provided the impetus for this line of investigation. This study utilized a quasi-experimental methodology with a pre-test and post-test design. The speaking exam and the questionnaire are the instruments that were used to collect the data. The speaking test was meant to get data regarding speaking achievement. At the same time, the questionnaire was used to obtain data about students' perspectives on using Podcast in the speaking teaching and learning process. Both tests were administered to students. The researcher employed normality, homogeneity, and the t-test to assess the collected data. While in descriptive statistics, an analysis of the data performed from the standpoint of the students'.

Students are more motivated to learn to speak because they can practice interaction using English more often. This is also influenced by the rules applied by The teacher in the learning process in the Hallo: Speak English Application. Rules such as all interactions must be in English. Speaking is an ability obtained through students 'listening experience and courage in trying to speak English.

However, there was some scope of the Research. First, this study was conducted in minimal time. It was done in only 8 meetings and on two topic. Second, the Hallo: Speak English Application used in this study is very difficult to find a match for making conversation. Third, some students still have difficulties since the internet connection is unstable at school. It implies a suggestion for the institution to pay more attention to the facilities that support the use of technology during the teaching and learning process. However, hopefully, this Research will be helpful for English teachers as a reference in using or applying free online media in their classroom. Besides, it is also beneficial for other Researchers to do advanced Research dealing with Hallo: Speak English Application and other online media to enhance students learning achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions based on the previous chapter's data analysis and findings.

A. Conclusion

Hallo: Speaking English Application can enhance the students' Speaking Skills. The Students achieved this during the teaching-learning process. Hallo: Speaking English Application applies a learning community that makes students more active. It made them enthusiastic and more confident in speaking English. The enhancement of their result score supported it. It can be seen that there was an enhancement in the score of post-test one and post-test 2. In the post-test 2 there were 25% (25 students) got complete score and 0% (0 students) got incomplete score. The lowest score was 80, the highest score was 100, and the average score was higher than 85.8. The average score on post-test 1 is higher than 75.4. It means there was an improving score from post-tests 1 and 2. It means that the result of the two-cycle has already reached the indicator of success. That is, 80% of the students scored 77 or more. And this Research is regarded finished.

B. Suggestion

Based on the result of the Research above, the Research would like to suggest as follow:

1. For Students, suggested to:

   a. Active in learning process especially English speaking subject.

   b. Enhanced their speaking skills through talking with Hallo: Speaking English Application.

2. For English Teachers, suggested to:

   a. Having various strategies like talking Hallo: Speak English Application to teach English significantly enhance the student's speaking Skills.

   b. They have prepared some books to enhance their knowledge, especially in English subjects.

3. For Future Researcher, it suggested to :

   Researcher who are interested in conducting research related to this research should try to apply learning through Hallo : Speak English Application with different feature to prove the effectiveness of speaking through all existing features on students' speaking achievement. And researchers must also modify and enhance further research so that students are more interested and enthusiastic in learning.

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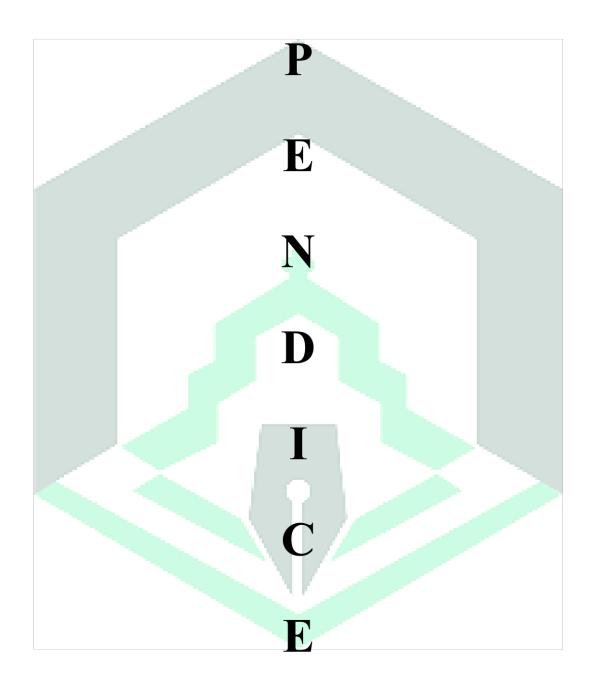
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APPENDICES

APPENDIX 1

SURAT KETERANGAN TELAH MENELITI

Appendix 1.1 *Pre Survey*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com
P a l o p o

SURAT KETERANGAN
Nomor : 04 /Ma.21.14.01/TL.00/II/2022

Yang bertanda tangan dibawah ini :

N a m a	:	**Dra. Hj. Jumrah, M.Pd.I**
NIP.	:	196612311994032009
Pangkat/Gol.	:	Pembina IV/a
Jabatan	:	Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

NAMA MAHASISWA	NIM	SEMESTER	PROGRAM STUDI
Nur Widia Nengsi	1802020027	VIII	Pendidikan Bahasa Inggris
Siti Nuriana Binti Kalling	1802020010	VIII	Pendidikan Bahasa Inggris

Bahwa yang bersangkutan benar-benar telah melakukan Observasi di Madrasah Aliyah Negeri Kota Palopo.

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 11 Februari 2022
Kepala Madrasah,

Dra. Hj. Jumrah, M.Pd.I
NIP. 196612311994032009

Appendix 1.2 *Survey*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com
P a l o p o

SURAT KETERANGAN PENELITIAN
Nomor : 164 /Ma.21.14.01/TL.00/VIII/2022

Yang bertanda tangan dibawah ini :

N a m a	:	**Dra. Hj. Jumrah, M.Pd.I**
NIP.	:	196612311994032009
Pangkat/Gol.	:	Pembina IV/a
Jabatan	:	Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a	:	**NUR WIDIA NENGSI**
Kelamin	:	Perempuan
Alamat	:	Jalan Bitti Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	18 0202 0027

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul *"The Implementation Of Hallo : Speak English Application To Enhance English Speaking Skill At The Eleventh Grade Of MAN Palopo"*.

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 29 Agustus 2022
Kepala Madrasah.

Dra. Hj. Jumrah, M.Pd.i
NIP. 196612311994032009

APPENDIX 2

SURAT IZIN PENELITIAN

Appendix 2 Surat izin penelitian KesbangPol

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

ASLI

IZIN PENELITIAN
NOMOR : 693/IP/DPMPTSP/VI/2022

DASAR HUKUM :

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

MEMBERIKAN IZIN KEPADA

Nama   : NUR WIDIA NENGSI
Jenis Kelamin   : Perempuan
Alamat   : Jl. Bitti Kota Palopo
Pekerjaan   : Mahasiswa
NIM   : 18 0202 0027

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

THE IMPLEMENTATION OF HALLO : SPEAK ENGLISH APPLICATION TO ENHANCE ENGLISH SPEAKING SKILL AT THE ELEVENTH GRADE OF MAN PALOPO

Lokasi Penelitian   : MADRASAH ALIYAH NEGERI (MAN) PALOPO

Lamanya Penelitian : 28 Juni 2022 s.d. 28 Agustus 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 28 Juni 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP
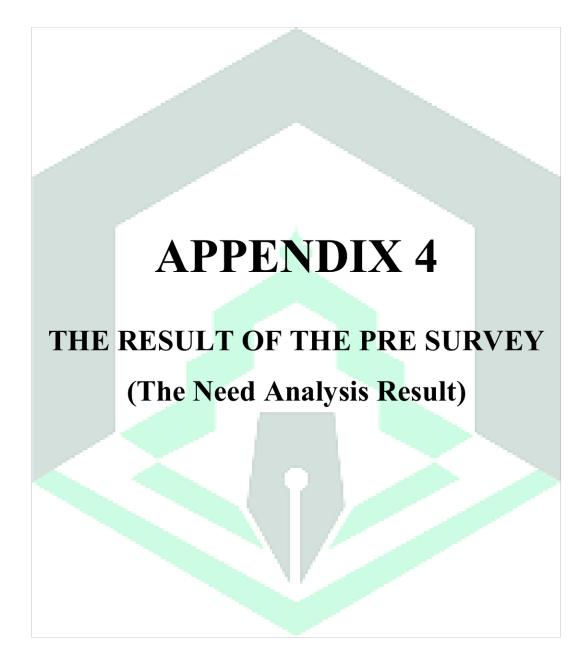
ERICK. K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :

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

APPENDIX 4

THE RESULT OF THE PRE SURVEY
(The Need Analysis Result)

Appendix 4.1 Questionnaire Pre Survey

Respondent Identity
(Identitas Responden)

Name *(Nama)* : Ismail Banne . liku

Class *(Kelas)* : XI PK I

Gender *(Jenis Kelamin)* : laki - laki

The Foreign Language Classroom Speaking Confidence questionnaire
(Kuesionare kepercayaan diri berbicara bahasa asing dikelas)

No.	Question *(Pertanyaan)*	Strongly Disagree *(Sangat Tidak Setuju)*					Strongly Agree *(Sangat Setuju)*
		1	2	3	4	5	6
1.	I am worried that other students in class speak English better than I do. *(Saya khawatir siswa lain di kelas berbicara bahasa Inggris lebih baik daripada saya)*	☐	☐	☐	☐	☐	☑
2.	I feel nervous speaking English in front of the entire class. *(saya merasa gugup berbicara bahasa Inggris di depan seluruh kelas)*	☐	☑	☐	☐	☐	☐
3.	I am worried that my partner speaks better English than I do. *(Saya khawatir pasangan saya berbicara bahasa Inggris lebih baik daripada saya)*	☑	☐	☐	☐	☐	☒
4.	I start to panic when I speak in English with a classmate in pair. *(Saya mulai panic ketika saya berbicara bahasa inggris dengan teman sekelas secara berpasangan)*	☐	☐	☐	☑	☐	☐
5.	I am worried about making mistakes while speaking English. *(saya khawatir membuat kesalahan saat berbicara bahasa Inggris)*	☐	☐	☐	☐	☐	☑
6.	I feel nervous when I can't express my opinion English *(Saya merasa gugup ketika saya tidak dapat mengungkapkan pendapata saya dalam bahasa Inggris)*	☐	☐	☐	☐	☐	☑
7.	I am afraid my partner will laugh when I speak English with a classmate. *(Saya takut pasangan saya akan tertawa ketika saya berbicara bahasa Inggris dengan teman sekelas)*	☐	☐	☐	☐	☑	☐

Questionnaire about Hallo Application
(Kuesioner tentang Hallo Application)

No.	Questionnaire	Yes	No
1.	Do you know Hallo Application ? *(Apakah kamu mengetahui Hello Application ?)*		✓
2.	Have you ever used the Hallo Application ? *(Apakah kamu pernah menggunakan Hello Application ?)*		✓

NUR WIDIA NENGSI – PRA CAR/PTK

Research Questionnaire
(Kuesioner Penelitian)

Respondent Identity
(Identitas Responden)

Name *(Nama)* : Rahmayanti

Class *(Kelas)* : XI PK I

Gender *(Jenis Kelamin)* : Woman

The Foreign Language Classroom Speaking Confidence questionnaire
(Kuesionare kepercayaan diri berbicara bahasa asing dikelas)

No.	Question *(Pertanyaan)*	Strongly Disagree *(Sangat Tidak Setuju)*					Strongly Agree *(Sangat Setuju)*
		1	2	3	4	5	6
1.	I am worried that other students in class speak **English** better than I do. *(Saya khawatir siswa lain di kelas berbicara bahasa Inggris lebih baik daripada saya)*					✓	
2.	I feel nervous speaking English in front of the entire class. *(saya merasa gugup berbicara bahasa Inggris di depan seluruh kelas)*		✓				
3.	I am worried that my partner speaks better English **than** I do. *(Saya khawatir pasangan saya berbicara bahasa Inggris lebih baik daripada saya)*	✓					
4.	I start to panic when I speak in English with a classmate in pair. *(Saya mulai panic ketika saya berbicara bahasa inggris dengan teman sekelas secara berpasangan)*		✓				
5.	I am worried about making mistakes while speaking English. *(saya khawatir membuat kesalahan saat berbicara bahasa Inggris)*					✓	
6.	I feel nervous when I can't express my opinion English *(Saya merasa gugup ketika saya tidak dapat mengungkapkan pendapata saya dalam bahasa Inggris)*			✓			
7.	I am afraid my partner will laugh when I speak English with a classmate. *(Saya takut pasangan saya akan tertawa ketika saya berbicara bahasa Inggris dengan teman sekelas)*	✓					

Questionnaire about Hallo Application
(Kuesioner tentang Hallo Application)

No.	Questionnaire	Yes	No
1.	Do you know Hallo Application ? *(Apakah kamu mengetahui Hello Application ?)*	✓	
2.	Have you ever used the Hallo Application ? *(Apakah kamu pernah menggunakan Hello Application ?)*		✓

NUR WIDIA NENGSI – PRA CAR/PTK

Research Questionnaire
(Kuesioner Penelitian)

Respondent Identity
(Identitas Responden)

Name *(Nama)* : achmod dhirga rya'ih

Class *(Kelas)* : XI PK I

Gender *(Jenis Kelamin)* : Laki -Laki

The Foreign Language Classroom Speaking Confidence questionnaire
(Kuesionare kepercayaan diri berbicara bahasa asing dikelas)

No.	Question *(Pertanyaan)*	Strongly Disagree *(Sangat Tidak Setuju)*					Strongly Agree *(Sangat Setuju)*
		1	2	3	4	5	6
1.	I am worried that other students in class speak English better than I do. *(Saya khawatir siswa lain di kelas berbicara bahasa Inggris lebih baik daripada saya)*	☐	☐	☐	☐	☐	☑
2.	I feel nervous speaking English in front of the entire class. *(saya merasa gugup berbicara bahasa Inggris di depan seluruh kelas)*	☐	☑	☐	☐	☐	☐
3.	I am worried that my partner speaks better English than I do. *(Saya khawatir pasangan saya berbicara bahasa Inggris lebih baik daripada saya)*	☑	☐	☐	☐	☐	☐
4.	I start to panic when I speak in English with a classmate in pair. *(Saya mulai panic ketika saya berbicara bahasa inggris dengan teman sekelas secara berpasangan)*	☐	☑	☐	☐	☐	☐
5.	I am worried about making mistakes while speaking English. *(saya khawatir membuat kesalahan saat berbicara bahasa Inggris)*	☐	☐	☐	☐	☑	☐
6.	I feel nervous when I can't express my opinion English *(Saya merasa gugup ketika saya tidak dapat mengungkapkan pendapata saya dalam bahasa Inggris)*	☐	☐	☑	☐	☐	☐
7.	I am afraid my partner will laugh when I speak English with a classmate. *(Saya takut pasangan saya akan tertawa ketika saya berbicara bahasa Inggris dengan teman sekelas)*	☑	☐	☐	☐	☐	☐

Questionnaire about Hallo Application
(Kuesioner tentang Hallo Application)

No.	Questionnaire	Yes	No
1.	Do you know Hallo Application ? *(Apakah kamu mengetahui Hello Application ?)*		✓
2.	Have you ever used the Hallo Application ? *(Apakah kamu pernah menggunakan Hello Application ?)*		✓

NUR WIDIA NENGSI – PRA CAR/PTK

Appendix 4. 2 The Pre Survey Data Classroom Speaking Convidence Questionnaire at the eleventh grade of Man Palopo
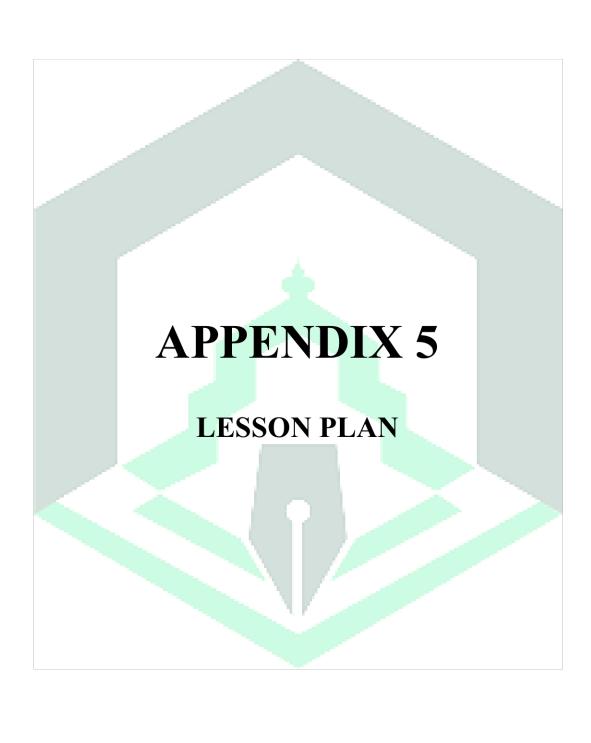
No	Students	Speaking Skill Questionare							Score	Score Ideal	%	Category
		1	2	3	4	5	6	7				
1	S1	6	2	1	2	5	3	6	25	49	51.02041	Disagree Somewhat
2	S2	5	2	1	2	4	2	1	17	49	34.69388	Disagree
3	S3	5	2	1	2	5	3	1	19	49	38.77551	Disagree
4	S4	6	2	1	4	6	6	5	30	49	61.22449	Disagree Somewhat
5	S5	6	3	3	6	5	6	6	35	49	71.42857	Agree Somewhat
6	S6	6	6	6	6	6	6	6	42	49	85.71429	Agree
7	S7	6	6	6	6	6	6	6	42	49	85.71429	Agree
8	S8	5	2	1	2	5	3	1	19	49	38.77551	Disagree
9	S9	2	5	3	6	4	4	4	28	49	57.14286	Disagree Somewhat
10	S10	5	2	1	2	5	3	1	19	49	38.77551	Disagree
11	S11	5	2	4	5	4	4	3	27	49	55.10204	Disagree Somewhat
12	S12	5	4	5	1	5	2	2	24	49	48.97959	Disagree Somewhat

Appendix 4.3 *The Result Pre Survey Data Classroom Speaking Convidence Questionnaire at the eleventh grade of Man Palopo*

Category	Frequency	percent
Strongly Agree	0	0%
Agree	2	17%
Agree Somewhat	1	8%
Disagree Somewhat	5	42%
Disagree	4	33%
Strongly Disagree	0	0%
	12	100%

Appendix 4.4 *The Result Pre Survey Data Classroom Speaking Convidence*
Questionnaire at the eleventh grade of Man Palopo

RESULT PRE SURVEY

Category	Value
STRONGLY AGREE	0
AGREE	2
AGREE SOMEWHAT	1
DISAGREE SOMEWHAT	5
DISAGREE	4
STRONGLY DISAGREE	0

APPENDIX 5

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   **: Madrasah Aliyah Negeri Palopo**

Mata Pelajaran   **: Bahasa Inggris**

Kelas/Semester   **: XI Riset/ Ganjil**

Materi Pokok   **: Talking about self**

A. Tujuan Pembelajaran

Siswa diharapkan mampu terampil menganalisis, menangkap makna dan menggunakan ungkapan pemaparan jati diri secara lisan sesuai konteks dengan memaparkan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Konsep Interaksi melalui sebuah aplikasi peningkatan kecakpaan dalam berbahsa Ingris yakni "Hallo : Speak English Application"

2. Strategi Pembelajaran :Interactive and Direct

    a. Teori   : Beahaviorism
    b. Pendekatan   : Scientific Approach
    c. Model   : Project Based Learning and Discovery Learning
    d. Metode   : Dialog
    e. Teknik   : Presentasi, Discussion
    f. Perangkat/Moda: Gawai/Gadget

C. Assesmen/Penilaian Hasil Pembelajaran

Penilaian Sikap   **:** Keaktifan siswa dalam mengikuti kegiata pembelajaran offline dan displin waktu dalam mengerjakan tugas yang diberikan.

Penilaian Pengatahuan : Berupa tes lisan/ observasi terhadap dialog/percakapan serta penugasan

Penilaian Ketrampilan : Unjuk kerja kegiatan pembelajaran melalui sebuah aplikasi yang bernama "Hallo : Speak English Application

Langkah – Langkah Pembelajaran

Kegiatan Pembelajaran (15 Menit)	
1. Melakukan pembukkan dengan salam pembuka dan berdo'a untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap displin. 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi : "Talking about self" 4. Menjelaskan hal – hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (105 Menit)	
Kegiatan Literasi: 4-C	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membabaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait meteri "Talking about self"
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasikan sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotik. Pertanyaan ini harus tetap berkaitan dengan materi "Talking about Self"
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, saling bertukar informasi mengenai "Talking about Self"

Communicative	Peserta didik mempresentasikan hasil kerja secara klasikal, mengemukakan pendapat atas prestasi yang dilakukan kemudian ditanggapi kembali oleh siswa lain.
Creativity	Guru dan Peserta didik membuat kesimpulan tentang hal- hal yang dipelajari terkait "Talking about self". Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal – hal yang belum dipahami

Kegiatan Penutup (15 Menit)

1. Peserta didik membuat rangkuman/simpulan pelajaran. Tentang point – point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan
2. Guru membuat rangngkuman / simpulan pelajaran. Tentang point – point penting yang muncul dalam kegiatan pembeljaran yang baru dilakukan
3. Guru memotivasi peserta didik agar selalu semangat belajar.
4. Menutup kegiatan belajar mengajar dengan berdo'a

Sumber Belajar　　　　　　**: Media Cetak maupun media online.**

Palopo,　　　Juli 2022

Mengetahui,

Guru Pembimbing,　　　　　　　　Peneliti,

Rahmawati, S.S　　　　　　　　**Nur Widia Nengsi**
NIP : 19731102 200312 2 009　　　NIM : 18 0202 0027

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : **Madrasah Aliyah Negeri Palopo**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **XI Riset/ Ganjil**

Materi Pokok : **Asking and Giving Opinion**

D. Tujuan Pembelajaran

Siswa diharapkan mampu terampil menganalisis fungsi sosial, struktur teks, dan unsur kebhasana teks internal transaksional lisanyang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya, (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion*).

E. Materi dan Strategi Pembelajaran

3. Materi Pembelajaran

Konsep Interaksi melalui sebuah aplikasi peningkatan kecakapan berbicara dalam berbahasa Inggris yakni "Hallo : Speak English Application"

4. Strategi Pembelajaran : Interactive and Direct

g. Teori : Beahaviorism
h. Pendekatan : Scientific Approach
i. Model : Project Based Learning and Discovery Learning
j. Metode : Dialog
k. Teknik : Presentasi, Discussion
l. Perangkat/Moda : Gawai/Gadget

F. Assesmen/Penilaian Hasil Pembelajaran

Penilaian Sikap : Keaktifan siswa dalam mengikuti kegiata pembelajaran offline dan displin waktu dalam mengerjakan tugas yang diberikan.

Penilaian Pengatahuan : Berupa tes lisan/ observasi terhadap dialog/percakapan serta penugasan

Penilaian Ketrampilan : Unjuk kerja kegiatan pembelajaran melalui sebuah aplikasi yang bernama "Hallo : Speak English Application

Langkah – Langkah Pembelajaran	
Kegiatan Pembelajaran (15 Menit)	
1. Melakukan pembukkan dengan salam pembuka dan berdo'a untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap displin. 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi : "Asking and Giving Opinion" 4. Menjelaskan hal – hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (105 Menit)	
Kegiatan Literasi: 4-C	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membabaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait meteri "Asking and Giving Opinion"
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasikan sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotik. Pertanyaan ini harus tetap berkaitan dengan materi "Asking and Giving Opinion"
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi,

	mempresentasikan ulang, saling bertukar informasi mengenai "Asking and Giving Opinion"
Communicative	Peserta didik mempresentasikan hasil kerja secara klasikal, mengemukakan pendapat atas prestasi yang dilakukan kemudian ditanggapi kembali oleh siswa lain.
Creativity	Guru dan Peserta didik membuat kesimpulan tentang hal- hal yang dipelajari terkait"Asking and Giving Opinion". Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal – hal yang belum dipahami

Kegiatan Penutup (15 Menit)

1. Peserta didik membuat rangkuman/simpulan pelajaran. Tentang point – point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan
2. Guru membuat rangngkuman / simpulan pelajaran. Tentang point – point penting yang muncul dalam kegiatan pembeljaran yang baru dilakukan
3. Guru memotivasi peserta didik agar selalu semangat belajar.
4. Menutup kegiatan belajar mengajar dengan berdo'a

Sumber Belajar : **Media Cetak maupun media online.**

Palopo, Agustus 2022

Mengetahui,

Guru Pembimbing, Peneliti,

Rahmawati, S.S
NIP : 19731102 200312 2 009

Nur Widia Nengsi
NIM : 18 0202 0027

APPENDIX 6

PRE TEST & POST TEST

Appendix 6.1 *Pre Test*

<div align="center">

PRE TEST

ON STUDENTS SPEAKING SKILL

</div>

DIRECTION : 1. **Make a concept of monologue**

2. **Perform in front of class orally**

QUESTION (Deliver free speech!) : 1. **Introduce Yourself !**

2. **What is your hobby ?**

3. **Tell me please, about your family !**

ASSESMENT RUBRIC :

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting whensearching for appropriate word/expression.
	3 (good)	The student hesitates and repeat himself at times butcan generally maintain a flow of speech, although she/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The students speak so little that no "fluent" speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and Pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation whichmay occasionally lead to

		incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent inappropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentence.
Interaction strategies	4 (excellent)	Interacts of interactively and readily participates and follow the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at time experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction interactive. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

The Result Score Of Student's Pre-Test

School   : MAN of Palopo

Class/Semester   : XI / Semester 2

Subject   : English

No.	Name Students	ASPECT					Score	Target ≥ 77
		F	P	V	GA	IS		

Note :

 F : Fluency
 P : Pronunciation
V : Vocabulary
G : Grammatical Accurately
 IS : Interactional Strategies

Final Score = $\dfrac{\text{Scores that have got}}{\text{Sum of The aspects that evaluated}}$

Appendix 6.2 *Post Test* I

POST TEST I

DIRECTION : 1. **Make a concept of conversation of Hallo : Speak**

English Application

2. **Perform in front of class orally**

QUESTION (Deliver free speech!) : 1. **Introduce Yourself !**

2. **What is your hobby ?**

3. **Tell me please, about your family !**

ASSESMENT RUBRIC :

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting whensearching for appropriate word/expression.
	3 (good)	The student hesitates and repeat himself at times butcan generally maintain a flow of speech, although she/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The students speak so little that no "fluent" speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and Pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of

		pronunciation whichmay occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent inappropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentence.
Interaction strategies	4 (excellent)	Interacts of interactively and readily participates and follow the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at time experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction interactive. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

The Result Score Of Student's Pre-Test

School   : **MAN of Palopo**

Class/Semester   : **XI / Semester 2**

Subject   : **English**

No.	Name Students	ASPECT					Score	Target ≥ 77
		F	P	V	GA	IS		

Note :

 F : Fluency
 P : Pronunciation
V : Vocabulary
G : Grammatical Accurately
 IS : Interactional Strategies

$$\text{Final Score} = \frac{\text{Scores that have got}}{\text{Sum of The aspects that evaluated}}$$

Appendix 6.2 *Post Test* II

POST TEST II

DIRECTION : 1. **Make a concept of conversation of Hallo : Speak**

English Application

2. **Perform in front of class orally**

QUESTION (Deliver free speech!) : **Giving and Opinion about using Hallo :**

Speak English Application

ASSESMENT RUBRIC :

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting whensearching for appropriate word/expression.
	3 (good)	The student hesitates and repeat himself at times butcan generally maintain a flow of speech, although she/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The students speak so little that no "fluent" speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and Pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of

		pronunciation whichmay occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent inappropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentence.
Interaction strategies	4 (excellent)	Interacts of interactively and readily participates and follow the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at time experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction interactive. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

The Result Score Of Student's Pre-Test

School   : MAN of Palopo

    Class/Semester   : XI / Semester 2

    Subject   : English

No.	Name Students	ASPECT					Score	Target ≥ 77
		F	P	V	GA	IS		

Note :

F : Fluency
P : Pronunciation
V : Vocabulary
G : Grammatical Accurately
IS : Interactional Strategies

$$\text{Final Score} = \frac{\text{Scores that have got}}{\text{Sum of The aspects that evaluated}}$$

APPENDIX 7

ALAT PENILAIAN KEMAMPUAN MENGAJAR

Appendix 7.1 *APKM 1*

ALAT PENILAIAN KEMAMPUAN MENGAJAR (APKM I)
KEMAMPUAN MERENCANAKAN PEMBELAJARAN

Nama Mahasiswa	: Nur Widia Nengsi
NIM	: 18 0202 0027
Sekolah Tempat Meneliti	: Madrasah Aliyah Negeri Palopo
Hari/Tanggal	: Senin, 15 Agustus 2022

Petunjuk

Baca dengan cermat rencana pembelajaran yang akan digunakan oleh mahasiswa ketika mengajar. Kemudian, nilailah semua aspek yang terdapat dalam rencana tersebut dengan menggunakan butir penilaian di bawah ini.

No.	Aspek				
1.	**Penentuan Bahan Pembelajaran dan Merumuskan Tujuan**				
	1.1 Penggunaan bahan pembelajaran yang sesuai dengan kurikulum	1	2	3	4
	1.2 Perumusan tujuan pembelajaran	1	2	3	4
	Rata-rata butir 1 : A =				3
2.	**Pemilihan dan Pengorganisasian Materi, Media, dan Sumber**				
	2.1 Pengorganisasian materi pembelajaran	1	2	3	4
	2.2 Penentuan alat bantu mengajar	1	2	3	4
	2.3 Penentuan sumber pembelajaran	1	2	3	4
	Rata-rata butir 2: B =				4
3.	**Perancangan Skenario/Strategi Pembelajaran**				
	3.1 Pilihan jenis kegiatan pembelajaran	1	2	3	4
	3.2 Susunan langkah-langkah pembelajaran	1	2	3	4
	3.3 Pilihan cara-cara memotivasi siswa	1	2	3	4
	Rata-rata butir 3: C =				3,6
4.	**Rancangan Pengelolaan Kelas**				
	4.1 Penetapan alokasi waktu pembelajaran	1	2	3	4
	4.2 Pilihan cara-cara pengorganisasian siswa agar dapat berpartisipasi aktif alam kegiatan pembelajaran	1	2	3	4
	Rata-rata butir 4: D =				4
5.	**Rancangan Prosedur dan Persiapan Alat Evaluasi**				
	5. 1 Penentuan jenis dan prosedur penilaian	1	2	3	4
	5.2 Pembuatan alat-alat penilaian	1	2	3	4

	Rata-rata butir 5: E =				4
6.	**Kesan Umum Rencana Pembelajaran**				
	6.1 Kebersihan dan kerapihan	1	2	3	4
	6.2 Penggunaan bahasa tulis	1	2	3	4
	Rata-rata butir 6: F =				4

NILAI AKHIR M$_1$ = $\dfrac{A+B+C+D+E+F}{6}$

$$\boxed{3,7}$$

Palopo, 15 Agustus 2021

Mengetahui,

Kepala MAN Kota Palopo,   Guru Pembimbing,

Dra. Hj. Jumrah, M.Pd.I   **Rahmawati, S.S**
NIP : 19961231 199403 2 009   NIP : 19731102 200312 2 009

Appendix 7.1 *APKM II*

ALAT PENILAIAN KEMAMPUAN MENGAJAR (APKM II)
PROSEDUR PEMBELAJARAN

Nama Calon Guru : Nur Widia Nengsi
NIM : 18 0202 0027
Hari/Tanggal : 15 Agustus 2022
Jenis kegiatan : Penelitian

PETUNJUK

1. Amatilah dengan cermat kegiatan pembelajaran yang sedang berlangsung.
2. Pusatkan perhatian Anda pada kemampuan guru dalam mengelola kegiatan pembelajaran serta dampaknya pada diri siswa.
3. Nilailah kemampuan guru tersebut dengan menggunakan butir-butir penilaian di bawah ini.
4. Nilailah semua aspek kemampuan guru.

1.	Mengelola Tugas Rutin, Fasilitas Belajar, dan Waktu				
	1.1 Membantu siswa menyadari kekuatan dan kelemahan diri	1	2	3	4
	1.2 Mengelola tugas rutin kelas.	1	2	3	4
	1.3 Menyediakan alat bantu pembelajaran dan sumber belajar yang diperlukan	1	2	3	4
	1.4 Menggunakan waktu pembelajaran secara efisien	1	2	3	4
	Rata-rata butir 1 : G =				4
2.	Menggunakan Strategi Pembelajaran				
	2.1 Menggunakan kegiatan pembelajaran yang sesuai dengan tujuan, siswa, materi, situasi, dan lingkungan.	1	2	3	4
	2.2 Menggunakan alat bantu pembelajaran yang sesuai dengan tujuan, siswa, situasi, dan lingkungan	1	2	3	4
	2.3 Melaksanakan kegiatan pembelajaran dalam urutan yang logis.	1	2	3	4
	Rata-rata butir 2: H =				3,6
3.	Berkomunikasi dengan Siswa				
	3.1 Memberi petunjuk dan penjelasan yang berkaitan dengan isi pelajaran.	1	2	3	4
	3.2 Mengklarifikasi petunjuk dan penjelasan apa bila siswa salah mengerti	1	2	3	4
	3.3 Menggunakan respons dan pertanyaan siswa dalam pembelajaran.	1	2	3	4
	3.4 Menggunakan ekspresi lisan atau tertulis yang dapat	1	2	3	4

	ditangkap oleh siswa.				
	Rata-rata butir 3 : I =				4
4.	**Mendemonstrasikan Khasanah Metode Mengajar**				
	4.1 Mengimplementasikan kegaiatan pembelajaran dalam urutan yang logis.	1	2	3	4
	4.2 Mendemonstrasikan kemampuan pembelajaran dengan menggunakan berbagai metode yang tepat.	1	2	3	4
	1.3 Mendemonstrasikan kemampuan pembelajaran secara individual di dalam kelompok kecil atau kelompok besar dalam kelas.	1	2	3	4
	Rata-rata butir 4: J =				3,6
5.	**Mendemonstrasikan Penguasaan Mata Pelajaran**				
	5.1 Membantu siswa mengenal maksud dan pentingnya topik.	1	2	3	4
	5.2 Mendemonstrasikan penguasaan terhadap bahan pembelajaran.	1	2	3	4
	Rata-rata butir 5: K =				4
6.	**Mendorong dan Menggalakkan Keterlibatan Siswa dalam Proses Pembelajaran**				
	6.1 Menggunakan prosedur yang melibatkan siswa pada awal pengajaran.	1	2	3	4
	6.2 Memberi kesempatan kepada siswa untuk berpartisipasi dalam pembelajaran.	1	2	3	4
	6.3 Memelihara keterlibatan siswa dalam pembelajaran.	1	2	3	4
	6.4 Upaya guru untuk meningkatkan keterlibatan siswa dalam proses pembelajaran.	1	2	3	4
	Rata-rata butir 6: L =				4
7.	**Melaksanakan Evaluasi Proses dan Hasil Belajar**				
	7. 1 Melaksanakan penilaian selama proses pembelajaran	1	2	3	4
	7.2 Melaksanakan penilaian pada akhir pembelajaran	1	2	3	4
	7.3 Memberikan balikan pada siswa	1	2	3	4
	Rata-rata butir 7: M =				4
8.	**Menutup Pelajaran**				
	8.1 Membuat rangkuman/ringkasan materi pelajaran	1	2	3	4
	8.2 Melaksanakan tindak lanjut	1	2	3	4
	Rata-rata butir 8: N =				4
9.	**Kesan Umum Pelaksanaan Pembelajaran**				
	9.1 Keefektifan pembelajaran.	1	2	3	4
	9.2 Penggunaan bahasa Indonesia lisan.	1	2	3	4
	9.3 Kepekaan terhadap kesalahan berbahasa siswa	1	2	3	4

	1	2	3	4
9.4 Penampilan guru dalam pembelajaran.				4
Rata-rata butir 9. O =				4

NILAI AKHIR M$_2$ =

$$\frac{G + H + I + J + K + L + M + N + O}{9}$$

$$\boxed{3,9}$$

Palopo, 15 Agustus 2021

Mengetahui,

Kepala MAN Kota Palopo,

Guru Pembimbing,

Dra. Hj. Jumrah, M.Pd.I
NIP : 19961231 199403 2 009

Rahmawati, S.S
NIP : 19731102 200312 2 009

Appendix 7.3 *APKM III*

ALAT PENILAIAN KEMAMPUAN MENGAJAR (APKM III)
HUBUNGAN PENELITI DENGAN SISWA

Nama Peneliti   : Nur Widia Nengsi
NIM   : 18 0202 0027
Sekolah Tempat Meneliti   : Madrasa Aliyah Negeri Palopo
Hari/Tanggal   : 15 Agustus 2022

Petunjuk :

1. Penilaian APKM III ini berdasarkan pada pengamatan selama mahasiswa melaksanakan Penelitian.

2. Berilah skor pada butir-butir pelaksanaan pembelajaran dengan cara melingkari angka pada kolom skor (1, 2, 3, dan 4) sesuai dengan kreteria sebagai berikut:1 = kurang baik,2 = cukup baik 3 = baik   4 = sangat baik

1.	Pengembangan sikap positif pada diri siswa				
	1.1. Membantu siswa menumbuhkan kepercayaan diri	1	2	3	4
	1.2. Membantu menjelaskan pikiran dan perasaan siswa	1	2	3	4
	1.3. Membantu siswa agar mampu mengambil keputusan	1	2	3	4
	Rata-rata butir 1 : P =				4
2.	Sikap keterbukaan dan keluwesan terhadap siswa				
	1.1. Menunjukkan sikap terbuka	1	2	3	4
	1.2. Menunjukkan sikap luwes	1	2	3	4
	1.3. Menerima kesalahan atau kesukaran yang dihadapi siswa	1	2	3	4
	1.4. Menunjukkan sikap ramah penuh pengertian dan sabar	1	2	3	4
	Rata-rata butir 2 : Q =				4
3.	Kegairahan dan kesungguhan dalam pengajaran				
	3.1.Menunjukkan kegairahan dalam mengajar	1	2	3	4
	3.2. Merangsang minat siswa untuk belajar	1	2	3	4
	3.3.Menunjukkan kesungguhan dalam mengajar	1	2	3	4
	3.4. Memotivasi siswa yang malas belajar	1	2	3	4
	Rata-rata butir 3 : R =				4
4.	Interaksi dengan siswa				
	4.1. Hubungan interaksi dengan siswa berlangsung dengan lancar	1	2	3	4

4.2. Mengembangkan hubungan yang sehat dan serasi dengan siswa	1	2	3	4
4.3. Berkomunikasi dengan baik dengan siswa	1	2	3	4
4.4. Segera tanggap dengan perilaku siswa yang tidak diinginkan	1	2	3	4
Rata-rata butir 4 : S =				3,6

NILAI AKHIR M₃ = $\dfrac{P+Q+R+S}{4}$

$$3,9$$

Palopo, 15 Agustus 2021

Mengetahui,

Kepala MAN Kota Palopo, 　　　Guru Pembimbing,

Dra. Hj. Jumrah, M.Pd.I 　　　**Rahmawati, S.S**
NIP : 19961231 199403 2 009 　　NIP : 19731102 200312 2 009

APPENDIX 8

ATTENDENCE LIST

DAFTAR KEHADIRAN
KELAS XI RISET

No	NAMA	Paraf
1	A Nindi Almira Gau	1
2	Afnhy Ayumi	2
3	Andi Azizzah Febriani Malik	3
4	Aulia Rizki Fahmayanti	4
5	Cici	5
6	Delsea Adhelia Putri	6
7	Ega Saputri Karidi	7
8	Keysha Pratiwi	8
9	Mahesa Putri Lukman	9
10	Muh. Fakhridzal Fauzi Fuad	10
11	Muharram Rizqy Al Fajar	11
12	Nabila Az Zahrah	12
13	Nun Ainun	13
14	Nun Zahra	14
15	Nurasri Rahayu	15
16	Nurmalasari. M	16
17	Nurul Sandria Nalis	17
18	Salsabila	18
19	Salwa Syaqila Marwan	19
20	Sasmita	20
21	Sitti Hajar	21
22	Suci	22
23	Tsabitah Fauziayah Azzahra	23
24	Wafiqa Azhila	24
25	Xiang Fei Fathimah M.A	25

Palopo, 16 Juli 2022

Mengetahui,

Guru Pembimbing,   Peneliti,

Rahmawati, S.S   **Nur Widia Nengsi**
NIP : 19731102 200312 2 009   NIM : 18 0202 0027

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24	Wafiqa Azhila	24
25	Xiang Fei Fathimah M.A	25

Palopo, 8 Agustus 2022

Mengetahui,

Guru Pembimbing,

Peneliti,

Rahmawati, S.S
NIP : 19731102 200312 2 009

Nur Widia Nengsi
NIM : 18 0202 0027

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Palopo,   Agustus 2022

Mengetahui,

Guru Pembimbing,   Peneliti,

Rahmawati, S.S   **Nur Widia Nengsi**
NIP : 19731102 200312 2 009   NIM : 18 0202 0027

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25	Xiang Fei Fathimah M.A	25

Palopo,   Agustus 2022

Mengetahui,

Guru Pembimbing,

Peneliti,

Rahmawati, S.S
NIP : 19731102 200312 2 009

Nur Widia Nengsi
NIM : 18 0202 0027

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2	Afnhy Ayumi	2
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4	Aulia Rizki Fahmayanti	4
5	Cici	5 Izin
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8	Keysha Pratiwi	8
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10	Muh. Fakhridzal Fauzi Fuad	10
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12	Nabila Az Zahrah	12
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22	Suci	22
23	Tsabitah Fauziayah Azzahra	23
24	Wafiqa Azhila	24
25	Xiang Fei Fathimah M.A	25

Palopo, 13 Juli 2022

Mengetahui,

Guru Pembimbing,   Peneliti,

Rahmawati, S.S   **Nur Widia Nengsi**
NIP : 19731102 200312 2 009   NIM : 18 0202 0027

APPENDIX 9

DOCUMENTATION

VIDIO

PHOTO

APPENDIX 10

KELENGKAPAN BERKAS
PENELITIAN SKRIPSI

KELENGKAPAN BERKAS PENELITIAN SKRIPSI

(Judul : *The Implementation of Hallo : Speak English Application to Enhance Speaking Skill at the Eleventh grade of MAN Palopo*)

Nama Mahasiswa   : Nur Widia Nengsi

NIM   : 18 0202 0027

Program Studi   : Pendidikan Bahasa Inggris

Sekolah tempat meneliti   : Madrasah Aliyah Negeri Palopo

No.	Jenis Berkas	Target	Kelengkapan	Ket
1.	Checklist Sheet	✓	✓	✓
	Checklist for Student	✓	✓	✓
	Checklist for Teacher	✓	✓	✓
2.	Berkas Validasi Instrument	✓	✓	✓
3.	Questionnaire	✓	✓	✓
4.	Lesson Plan	✓	✓	✓
5.	Attendance list	✓	✓	✓

Palopo, 15 Agustus 2022

Mengetahui,

Dosen Pembimbing I,

Dr. Jufriadi S.S ., M.Pd
NIP : 197207272006041002

Mahasiswa,

Nur Widia Nengsi
NIM : 18 0202 0027

Kepala Madrasah,

Dra. Hj. Jumrah, M.Pd.I
NIP. 199612311994032009