USING 'ENGLISH SPEAKING PRACTICE' APPLICATION TO IMPROVE STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 18 MAKASSAR

SKRIPSI

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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
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Submitted in Partial Fullfillment of the Requirement for the Degree of Sarjana

Pendidikan (S.Pd.) in English Education Study Program

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Judul   : Using 'English Speaking Practice' Application to Improve Students' Speaking Skill at the Eleventh Grade of SMAN 18

Menyatakan dengan sebenarnya bahwa Skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri dan bukan merupakan plagiasi, baik sebagian atau seluruhnya.

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Makassar, 15 Agustus 2022

Yang membuat pernyataan

Olivia

ABSTRACT

Olivia. 2022. *Using 'English Speaking Practice' to Improve Students' Speaking Skill at the Eleventh Grade of SMAN 18 Makassar.* Skripsi of English Education Study Program, Faculty of Teacher Training and Education, Bosowa University (Supervised Dahlia D. Moelier and Restu Januarty Hamid).

The background of this study based on the fact that speaking skill is the one of the most difficult skill to learn in English. The objective of the study was to know whether there was a improvement on using 'English Speaking Practice' application on students' speaking skill at the eleventh grade of SMAN 18 Makassar.

This study used a pre-experimental research method in one class pre-test and post-test. This study conducted at SMAN 18 Makassar. The population in this study was the eleventh grade in the academic year 2022/2023. The number of samples were 20 students from eleventh grade Social Science 4. The writer used the application of SPPS v.25 in conducted the data analysis.

The result of this study was using 'English Speaking Practice' application can improve students' speaking skill. It can be proven by the average score obtained by students in the pre-test and post-test. The mean score increased from 48,60 on the pre-test to 82,00 on the post-test. It showed that the hypothesis H_1 was accepted and hypothesis H_0 was rejected. Based on the analysis above, it could conclude that using 'English Speaking Practice' application could improve students' speaking skill at SMAN 18 Makassar.

Keywords: Improve, Speaking Skill, 'English Speaking Practice' Application.

ABSTRAK

Olivia. 2022. *Using 'English Speaking Practice' to Improve Students' Speaking Skill at the Eleventh Grade of SMAN 18 Makassar.* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bosowa *(*dibimbing oleh Dahlia D. Moelier and Restu Januarty Hamid*)*.

Latar belakang penelitian ini berdasarkan fakta bahwa keterampilan berbicara adalah salah satu keterampilan yang paling sulit untuk dipelajari dalam bahasa Inggris. Tujuan sdari penelitian ini adalah untuk mengetahui apakah ada peningkatan yang signifikan dalam penggunaan aplikasi 'English Speaking Practice' pada keterampilan berbicara siswa di kelas XI SMAN 18 Makassar.

Penelitian ini menggunakan metode pre-eksperimental dalam satu kelas pre-test dan post-test. Penelitian ini dilakukan di SMAN 18 Makassar. Populasi dalam penelitian ini adalah siswa kelas XI tahun ajaran 2022/2023. Sampel dalam penelitian ini adalah siswa kelas XI IPS 4 dengan jumlah 20 siswa. Penulis menggunakan aplikasi SPPS v.25 dalam melakukan analisis data.

Hasil dari penelitian ini adalah penggunaan aplikasi 'English Speaking Practice' dapat meningkatkan keterampilan berbicara siswa. Hal ini dapat dibuktikan dengan nilai rata-rata yang diperoleh siswa pada pre-test dan post-test. Nilai mean meningkat dari 48,60 pada post-test ke 82,00 pada post-test. Hal ini menunjukkan bahwa hipotesis H_1 diterima dan hipotesis H_0 ditolak. Berdasarkan dari analisis tersebut, dapat disimpulkan bahwa penggunaan aplikasi 'English Speaking Practice' dapat meningkatkan keterampilan berbicara siswa di SMAN 18 Makassar.

Kata Kunci: Meningkatkan, Keterampilan Berbicara, Aplikasi 'English Speaking Practice'.

ACKNOWLEDGEMENT

All thanks and praise only to the Lord Jesus Christ because of His abundant grace, generosity and great love, the writer was finally able to complete the writing of this skripsi in order to fulfill one of the requirements in achieving the undergraduate curriculum stratum-1 (S1) at the Faculty of Teacher Training and Education, Bosowa University.

The title of this skripsi is Using 'English Speaking Practice' Application to Improve Speaking Skill at the Eleventh Grade of SMAN 18 Makassar.

Since the first time the writer started to prepared this skripsi, the writer got many love from many people. For the reason, the writer expressed her deepest gratitude to the parents of Markus Balusu and Ratu S who have given love, advice, motivation and support both physically and mentally as well as endless prayers to the writer. The same expression goes the writer's older brother, sister-in-law, and younger sister, namely Agustinus Tammu, Elisabeth.T, and Osinda Dimban who always gave love, support, motivation, and succor since the writer prepared until finished this skripsi. The writer also thanks the entire writer's family who always provided support.

The great appreciation and sincere gratitude be expressed to Prof. Dr. IR. Batara Surya, S.T., M.Si. as rector of Bosowa University.

The writer also would like to thanks for Dr. Asdar, S.Pd., M.Pd. as the Dean of Faculty of Teacher Training and Education of Bosowa University and Asyrafunnisa, S.S., M.Hum. as the Head of English Education Study Program. The same expression goes to beloved Dra. Dahlia D. Moelier, M. Hum. and Hj. Restu

Januarty Hamid, S.Pd.I., M.Pd. as supervisor 1 and supervisor 2 who provided direction and guidance with thoroughness from the beginning to the end of the process of preparing this skripsi. All lectures and all staff of the Faculty of Teacher Training and Education for their invaluable help, advise, great knowledge from the day the writer entered the Faculty of Teacher Training and Education of Bosowa University.

The writer also expressed her deepest gratitude to Laenre, S.Pd., MH. as the Headmaster of SMAN 18 Makassar who has allowed the writer to did her research at SMAN 18 Makassar and gave service as long as the writer did the research at the eleventh grade of Social Science 4 and all the teachers and staffs at SMAN 18 Makassar for their help and participation in the research, especially Drs. H. Mustafa, M.M.Pd. as the English teacher who always gave support and succor until the writer finished her research.

The writer also expressed thanks to all friend in English Education Study Program 2018, especially Yokmean Tiranda, Nurhaliza, Novianti Pabanne, Monica Sinai, Naftalia Fany Payung, Festy Frilia, and Rasniati Guhir who always gave their suggestions, attentions, motivation, support and help.

Special thanks to the writer best friend namely Milintia and Yulia Rara' who always gave their love, support and motivation to the writer. Always there when the writer composed until finished this skripsi.

The writer was fully aware that this skripsi was still far from perfect because she was aware of all the limitations that exist. For the sake of the perfection of this skripsi, the writer really needed support and contributions of thoughts in the form

of criticism and suggestions that constructived. May the Lord Jesus always bestow His grace and guidance always. Finally, the writer hoped that this skripsi can be useful, both for writer in particular and for those who need it in general. Amen

Makassar, 15 Agustus 2022

The writer

Olivia

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CHAPTER I

INTRODUCTION

This chapter contained about the research background, research question, objective of the research, significance of the research, and scope of the research

A. Background of the research

Language played an important role in human life. According to Rahardjo (2007: 60), language and humans were inseparable. With language, communication will be created because the effectiveness in communicating was determined by language. In line with that, Noermanzah (2019: 306) also said that language was a communication tool used to convey thoughts or feelings to other people. Based on the opinion from the experts above, it can be concluded that language was a communication tool used to express ideas, opinions, and feelings to others. In addition, language also played a role in the world of education.

According to Chairina (2019: 2), the existence of language in the educational environment, teachers and students can conveyed something in a good and polite language. Muharramah (2019: 1) also said that the world of education produces knowledge and in the process of producing knowledge requires a communication tool, namely language. Conveyed ideas and expressed feelings through language can be done by speaking because the determined factor for the success of a communication when we have skill to speak (Sinaga et. al., 2021: 26). So, it can be concluded that language played an important role in the educational environment because to gain knowledge, a communication tool was needed, namely language.

Teachers, students, and school residents can communicated and conveyed something used polite language.

One of the languages that has been recognized globally and taught in schools was English. Iriance (2015: 776) said that English was the mother tongue of 400 million people in worldwide. ASEAN countries have agreed to use English as a lingua franca. A lingua franca was a language that connects people who speak different languages. Because of lingua franca, people from different languages communicate and understand what was being said. In the era of globalization, Indonesian people were required to master English because it was an international language in order to be able to compete with other countries in various fields including education. Advanced education must be able to receive knowledge from various sources in the world, therefore it was necessary to master foreign language including English. Knowledge that spreads throughout the world use a language that could understand by all countries. It was English (Muharramah, 2019: 6). So, English was the lingua franca. A lingua franca was a language that connected people who speak from the different language. In the era of globalization, Indonesian especially students were required to master English in order to compete with other countries, especially in the field of education. Knowledge spread all over the world used a language that can be understood by all countries. It was English.

English has four skill, namely writing, reading, listening, and speaking. The most difficult skill to master is speaking skill. Somere ason why speaking skill are difficult to master are the lack of vocabulary, difficulty memorizing, difficult pronunciation because it is very different from Indonesian (Megawati, 2016: 152).

In the process of learning English at school, students are less interested in learning English, especially when learning requires them to speak. Some students are not confident to speak in front of other students. There are also those who find it difficult to pronounce the reading material because of the different writing and pronunciation. As prospective educators, we must find ways to improve students' speaking skill.

Based on these problems, to develop speaking skill, technology assistance is needed. There are many kinds of technology that can be used during classroom learning, including teaching English (Harisna, 2021: 5058). The technology could internet technology. The existence of internet technology made the learning process more efficient and effective. Internet can be accessed anywhere and anytime. With internet students can install applications including applications that can improve students' speaking skill (Simatupang et. al., 2019: 22). So, technology was one of the media that can be used to improve students' speaking skills. One of them was an application that can be installed and can be used anywhere and anytime.

Previous studies have similarities with this research. Previous researchers used applications to improve students' speaking skill. The researcher also try to find application that was expected to improve students' speaking skill. The application called 'English Speaking Practice'. This application provided two categories of conversations, namely beginner English conversations and business English conversations. In these two categories, each provided a different topic of conversation. Interestingly, when we have listened to the topic of the conversation, we will be directed to do a quiz about the topic of the conversation that has been

heard. Not only that, after doing the quiz there was a practice feature where students could directly involved in the conversation by replaced one of the speakers. What's more interesting about this application was the students and teachers can collaborated by recorded the conversation according to the topics and conversation provided by this application. The advantages of this application were that it will not only improved speaking skill but it will improve listening skill, reading skill, increase vocabulary, and grammar.

Based on the explanation above, the researcher was interested in conducted a research entitled **"Using 'English Speaking Practice' Application to Improve Speaking Skill at The Eleventh Grade of SMAN 18 Makassar".**

B. Research question

Based on the explanation above, the writer formulated a research question that was: "Do the students' speaking skill improve after using 'English Speaking Practice' application in learning at the eleventh grade of SMAN 18 Makassar in 2022/2023 academic year?"

C. Objectives of the research

The objective of the research was to observed whether students' speaking skill improve or not after using 'English Speaking Practice' application in learning at the eleventh grade of SMAN 18 Makassar in 2022/2023 academic year.

D. Significance of the research

The result of this study were expected to be useful:

1. For students, the result of this study will provide benefits to improve their speaking skill.

2. For teachers, learning outcomes will provide input for teachers in teaching speaking skill, and as an alternative technique to enrich their teaching techniques.

3. For researchers, especially those who were interested in teaching speaking skill, hopefully all information provided can be useful for them to conduct further research.

E. Scope of the research

This study focused on using the 'English Speaking Practice' application to improve students' speaking skill in learning at the eleventh grade of SMAN 18 Makassar in 2022/2023 academic year. In this study students, speaking skill focused on accuracy (pronunciation, vocabulary, and grammar).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Review

1. Definition of speaking

Speaking was an activity that was always done in everyday life. When people talk to the other person, that includes interaction. The form of interaction was communication that can be seen when someone speaks directly to the other person. Speaking in this case can also include speaking in English. Speaking was one of the four macro skill that must be developed as an effective means of communication both in the context of learning a first language and a second language (Boonkit: 2010).

According to Harmer (2007: 132) speaking was an activity designed to refer to "speaking as a skill", where the purpose of speaking was not only for linguistics. Meanwhile, according to Tarigan (2015: 16) speaking was an ability to articulated, pronounced sounds or words to expressed thoughts, ideas, and feelings. Gani et. al. (2015: 19) also said the same thing, where the ability to speak was an ability to convey ideas, thoughts, facts, and feelings directly to others. Bawanti (2021: 54) also believed that skill to speak was an activity where we could express our feelings and thoughts directly.

Based on the statement above, it was concluded that speaking skill was the skill that showed an activities where a person conveys ideas, ideas, facts, feelings directly to one or more people. Activities in this case include having a conversation

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with one or more people, greeting someone used words or sentences, or expressed oneself. This proved that the purpose of speaking in addition to linguistics was also aim at daily interaction or can be called social relations.

Speaking was one of the most important skill to be developed and improved as a means of effective communication (Leong, 2017: 34). The purpose of speaking effectively was the spoken sound can be understood by others. Therefore, a study conducted by Thornbury (2005: iv) stated that speaking was a skill and therefore must be developed and implemented independently of the grammar curriculum. So, skill to speak must be convey effectively so that it can be understood by the other person. Therefore, speaking skill must be develop and apply independently of the language curriculum.

2. The Function of Speaking

Speaking was one of the language skill. By speaking, we can interacted with other people. The function of speaking skill was to directly convey our ideas, thoughts, feelings, and opinions to the listener. According to Richards (2008: 21) there are several functions of speaking. The speaking function will be explained below:

a. As interaction. We communicate with other people means there was interaction going on. In this case it called a conversation. This interactive communication carried out by two or more people spontaneously. Therefore, the main purpose of this function was the social relations.

b. As a transaction means focused on made other people understood the message we want to convey, of course the message conveyed clearly and

accurately. In this function, students and teachers focused on the meaning or the way they understood.

c. As a performance, speaking activities were more focused on monologue than conversation. Monologue was the expression of words or sentences to expressed a message or thought convey by oneself. The function of speaking as a performance occurs during speeches, public speaking, public announcements, retelling stories, telling stories and others.

Brown (2004: 141) said that there were five stages of performance in speaking, namely imitative, intensive, responsive, interactive, and extensive. The following was an explanation of these categories:

a. Imitative

Imitative was a skill to imitate words, phrases, or sentences. In this stage the speaker focused on pronunciation rather than understood or conveyed the meaning.

b. Intensive

Intensive was a skill to produced short stretches of spoken language. At this stage the speaker demonstrated competencies related to grammatical, phrasal, lexical, or phonological. The speaker must be aware of the semantic characteristics in order to respond, but the best thing at this stage when the speaker interacted with the other person.

c. Responsive

This stage consists of interaction and understanding tests such as short conversations, standard greetings, small talk, simple requests, and providing comments.

d. Interactive

At this stage the length and complexity of the conversation was more than the responsive stage. This means that the interactive stage consists of many exchanges of ideas and many participants are involved.

e. Extensive

Extensive was a skill to produced extensive spoken language such as speech, oral presentation, and storytelling. In this stage, students should be able to produce language used their own ideas.

Based on the explanation above, it can be concluded that there were several stages performance in speaking. Imitative means when the speaker only focused on pronunciation. Intensive was a skill to produced short stretches of spoken. Responsive was a stage when the speaker could do an interaction and understood the text. Interactive was a stage consist of many exchanged of ideas and the participants were involved. The last stage was extensive. Extensive was a stage where the speaker or students should be able to produce language used their own ideas.

3. Speaking Component

A study conducted by Harmer (2007: 343) stated that speaking was a complex skill because this skill was related to grammar, vocabulary, pronunciation, fluency,

and understanding. The following was an explanation of the important components spoken below:

a. Grammar

Grammar was a set of rules that described how we used language. The purpose of grammar was to understood the right way to acquired language skill in spoken written form. Therefore, students must master grammar to compose the right sentences when having a conversation.

b. Vocabulary

Vocabulary was the right choice of words used when communicating. A person can not communicated well and he can not even expressed his ideas and feelings in spoken or written form if he did not have sufficient vocabulary.

c. Pronunciation

Pronunciation was the way students produce clearer language when speaking. Pronunciation was related to a phonological process that refers to grammatical components, namely the elements and principles that determine the variation of sounds and patterns in language. Pronunciation has two features, namely phoneme and supra segmental. In the pronunciation component, when someone often mispronounces phonemes, speakers from other language groups will find it difficult to understand.

d. Fluency

Fluency was a skill to speak fluently and clearly. The purpose of students learning language was the students were fluent in speaking. Students who

were already fluent in speaking can be seen when students were quite fast in speaking, lack of paused, and minimal use of the word 'ums' or 'ers'. This proved that students were able to find the language items needed to expressed ideas or messages.

e. Understanding

One of the important components of speaking was understood. Comprehension was a skill to understood something and after that it will be remembered. This can be proven by way of practice or test.

In addition, a study conducted by Vanderkevent in Sindorqulovna (2021: 269) stated that there were three components in speaking, namely:

a. Speaker

The speaker was the person who produced the sound. The speaker acted as a tool to expressed ideas or feelings to the listener. So, without the speaker ideas or feelings will not be conveyed to the listener.

b. Listener

The listener was the person who received or got an idea or feeling from the speaker. So, it can be said that the listener was needed by the speaker to express the speaker's ideas or feelings. In this case, the listener can also responded the speaker's opinion or idea. However, if the listener was not presented, the speaker can expressed his ideas or feelings through writing.

c. Speech

Speech was a word or sentence made by the speaker to expressed his ideas or feelings. However, if there was no speech, both the speaker and the listener can used symbols.

4. The Difficulties Faced by Students in Improving Speaking Skill

According to Leong (2017: 34) said that speaking skill was considered as one of the most difficult aspects of language learning. Hosni (2014: 22) also stated that English as Foreign Language (EFL) learners still faced many speaking difficulties. This can be seen when they do not have a competence in oral communication especially in English. Ur in Aristy et. al. (2019: 76) stated that there were several factors that cause difficulty speaking, including the following:

a. Inhibition

The difficulties of the inhibition experience by students were still afraid of made mistake, afraid of being criticized, and embarrassed to speak. It can be concluded that obstacles were something or feelings that prevented students from improving speaking skill. Those feelings were the fear of made mistake, the fear of criticism, and the shame of speaking out. In this case, obstacles can also mean a concern that students have if they want to improve speaking skill.

b. There was nothing to say

The meaning of nothing to say was that students did not have ideas to expressed themselves. Students find it difficult to come up with ideas about something to say. This difficulty can also have an impact on the motivation

to speak. When students did not have ideas to say, students tended not to have the motivation to speak.

c. Low and unequal participation

This means that there was only one student who wants to speak. In this case there was only one student who dominated the class to speak while the other students were little in participated or even they did not speak.

d. Use of mother tongue

Students were more comfortable used their mother tongue because it was easier and they felt that it was inappropriate to speak without used their mother tongue. It can be concluded that when learning English was took place and the topic being taught was speaking skill, students prefer to use their mother tongue because they used their mother tongue in daily activities and they felt strange used a second language.

In line with that, a study conducted by Heriansyah (2012: 40) said that there were several difficulties faced by students in speaking. The most felt difficulties were they lack of vocabulary, they did not have the confidence to speak, they did not used English to spoke in class, and they could not pronounce words or sentences. Furthermore, Heriansyah (2012: 40) distinguishes speaking difficulties experienced by students into two types, namely difficulties related to linguistics and difficulties related to non-linguistics. The following will be explained below:

a. Linguistic difficulties

There were three difficulties related to linguistic problems, namely the lack of vocabulary that students have, lack of knowledge of grammar, and poor pronunciation.

b. Nonlinguistic difficulties

The difficulties faced were related to non-linguistics, namely the students did not have the courage to spoke, they did not confident, they afraid to spoke, they afraid to made mistake, they afraid to be ridiculed by friends, they was nervous when spoke, they did not use English to speaking in class, they felt difficult to pronounced words and sentences, and they confused about how to spoke, and how to use the correct words.

Based on the difficulties that have been described, it can be conclude that there were many difficulties faced by students when they wanted to speak. Such as lack of confidence, fear of speaking, lack of motivation to speak, comfortable using mother tongue, lack of knowledge of grammar, lack of vocabulary, poor pronunciation, and confuse about how to use the correct words.

5. Solutions to Improve Speaking Skill

Based on the difficulties faced by students in improving speaking skill, a prospective teacher must find solutions to problems or difficulties experienced by students. Tuan (2015: 9) explained that there were several solutions in improving students' speaking skill, namely performance conditions, affective factors, listening skill, and feedback during speaking assignments. These solutions were described below:

Performance conditions

Students carried out speaking activities in different conditions. In this case the performance conditions will affected the students' speaking capacity as well as involve time pressure, planning, quality of performance, and the amount of support.

a. Affective factor

The student's affective side was one of the important factors in learning a language. There were several effective variables that have been connected to second language acquisition namely motivation, self-confidence, and anxiety.

b. Listening skill

In developing speaking skill students must improved listening skill. In this case, with a skill to listen, students will understood something that was said in order to successfully carried out a conversation. When a student spoke, other students will responded. Students who responded must have listened well. It can be concluded that listening skill was closely related to speaking skill. This can be a solution for students, if they wanted improve their speaking skill, they must also improved their listening skill. When students could listen to something said by their classmates and they were able to responded, then the student's listening skill was quite good.

c. Topical knowledge

Topical knowledge has a major impact on students' speaking skill. Topical knowledge was the knowledge that students have about information related

to topicals. In this case, it was possible for students to applied language related to the world in which they lived. From this statement it can be concluded that with topical knowledge possessed by students, it can be a solution in improved students' speaking skill. Students applied the language related to the world in which they lived.

d. Feedback

In this case the feedback in question was the feedback gave by the teacher to students in the form of motivation, inspiration, and support so that students want to talked. The reason students lose of motivation and afraid to spoke was students always criticized. Therefore, the teacher must provided the constructive criticism or adviced so that students were motivated to spoke. Based on the statement above, it can be concluded that feedback from the teacher can be a solution to improved students' speaking skill. The teacher must provided to constructive criticism and suggestions so that students have the motivation to spoke.

6. Teaching Speaking

Speaking was one of the skill that must be mastered by students, especially in learning English. Therefore, a study conducted by Fitriani (2018: 15) said that teaching speaking was a process of transferring knowledge about aspects of speaking to improved communication skill in the learning process. So, it was very necessary to teach speaking to students, especially in learning English so that students could communicate used English.

Bahadorfar (2014: 10) argued that teaching speaking was taught students to:

a. Produced English speech sounds and sound patterns.

b. Used word and sentence stress, intonation patterns and second rhythms language.

c. Chose the correct words and sentences according to the right social setting of the audience, situation and subject matter.

d. Arranged their thoughts in a meaningful and logical order.

e. Used language as a means of expressed values and judgments.

f. Used language quickly and confidently with few unnatural paused, which called fluency.

Based on the explanation above, it can be concluded that teaching speaking to students was very important. Teaching speaking to students means taught them to produced speech sounds and sound patterns so that students can expressed their ideas or feelings until they can spoke fluently and confidently.

7. Teaching Using Media

 a. Teaching Media

The word "media" comes from the Latin word, was the plural form of the word "medium" which literally means the intermediary or introduction (H.Abd.Hafid: 2011, 70). Karo-Karo (2018: 92) stated that the media was a tool that acted as an intermediary to conveyed learning material from teachers to students. Hamalik in Karo-Karo (2018: 94) argued that the used of teaching media in the teaching and learning process can generated new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students.

There were several benefits of media that were more detailed according to Istiqlal (2018:142-143), namely:

1. The learning material can be uniformed

2. Learning and teaching process becomes more interesting

3. The student learning process becomes more interactive

4. The amount of teaching-learning can be reduced

5. The quality of student learning can be improved

6. The learning process can occur anywhere and anytime

7. Students have positive thoughts about learning materials and the learning process can be imptoved

8. The role of the teacher can be change in a more positive and productive direction. Because the teacher do not need to repeat their explanation when using media in teaching and learning process also teacher can be a consultant, advisor, or manager in teaching and learning process when teaching using media.

In addition, Karo-Karo (2018: 94-95) said that we can still find many other practical benefits. The practical benefits of learning media in the teaching and learning process were as follows:

1. Learning media can clarified the presentation of messages and information so that it can facilitated and improved learning processes and outcomes.

2. Learning media could increase and direct children's attention so that it could lead to learning motivation, more direct interaction between students and

their environment, and the possibility of students to learn independently according to their abilities and interests.

3. Learning media could overcome the limitations of the senses, space and time.

4. Learning media can provided students with a common experience about events in their environment, and it allowed direct interaction with teachers, the community, and their environment, for example through field trips.

Based on the opinion of previous researchers, it can be concluded that using media in the teaching and learning process have an influence on the spirit of learning and student psychology. Students were more enthusiastic about learning if they used media which also influenced student psychology where students will grew students' positive attitudes towards the material and the learning process.

b. Technology as the teaching media in improve speaking skill

According to Bahadorfar (2014: 9) speaking was one of the skill that must be mastered by students, especially in learning English. In modern era, there were many kinds of innovative technologies that can be used to teach speaking skill in the classroom, especially speaking skill in English. Technology was a means to access information in this modern era, including in the field of education. Technology can be a medium in learning to improve students' speaking skill such as the internet, podcasts, video conferencing, video and voice recognition software. So, it can be concluded that technology in the form of media in learning played a role in improving students' speaking skill. The presence of innovative technologies such as the internet and software including applications can be a solution in

improving students' speaking skill. There were many applications that students can installed via their mobile phones.

A study conducted by Parveen (2016: 122-124) stated that technology helped students find innovative ways of learning that can increased their enthusiasm for learning. Technology provided opportunities for students to be independently involved in improving speaking skill. Students took the initiative to interacted and they can got feedback when they made mistake. In this case, feedback or improvements can be made using innovative technologies, one of which was internet technology. The use of the internet played a very important role in teaching and improving English language learning, especially in improving speaking skill. There was a lot of information and media that can be accessed using the internet.

Parveen (2016: 122-124) continued, there were several innovative technologies that can be used in education, namely;

1. Communication laboratory

Software can be accessed in the language lab to improved listening, speaking, reading, and writing skill. The students have the opportunity to played it continuously without getting bored. The students felt more interested and they tried to listened, recorded, write and practiced through headphones in the laboratory and they could create an interesting way in learning and repeating it again for the subject.

2. Video conference

Video Conferencing was a window through which one can accessed the speech of others throughout the universe. It was a live relay program where students got

the best opportunity to posted the question right away and they got a platform to got answers to their question from the experts. In addition, they have the opportunity to heard the speech from major personalities and subject matter experts and find out what happened in the world within their area.

3. Video library

This was very helpful for students who were absent from class especially for students who did not attend important session. For lecturer, they can taught and recorded the lesson and he made the material available for students and students have scope to played and listened the material in their spare time, as much as they can understood concepts very well.

4. Speech recognition software

This software helps students to improved speaking skill, which convert spoken form into machine-readable input. It acknowledges the learner's accuracy and provided the feedback and encourages the learner to practice again until they were proficient. The software evaluated and scored grammar, pronunciation, comprehension and it came with the correct form, for example if a student mispronounced a word, learning tools could find it immediately and helped to correct it. It can be a very useful tool for distance learners if they did not have a teacher proofread their speech. This device could help to improved their speaking skill.

5. Internet

The internet used by human all over the world. In the learning process, students used internet to helped them in the class to learn English where they searched for

appropriate materials for their topic on Google. The teacher also instructed the students to collected information and participated among their friends to discussed. For this, students browsed different applications and online teaching aids and materials like Skype, MSM Messenger etc. With the helped of the internet through the application students can connected with friends, other students, teachers, experts in improved their oral skill with native speakers and also increased intercultural awareness, motivation and increased the level of interaction. They find lots of learning materials such as audio, video, audio-video recordings, and learnt the target language and improved their speaking skill.

6. Blog

Blogging helps students and teachers when they were not at campus. Teachers can posted the articles or instructions to the students, where students were allowed to posted their comments and questions. Teachers can answered questions through their blog. Blogging seems to be used a lot in today's learning mode.

7. Message through mobile phone

Mobile phones can also be used to enrich vocabulary skill by receiving new words every day. There are many apps that can increased their vocabulary and provided new words every day. Students have to connected with the website on their mobile and it gave the opportunity for the sstudents to learnt the new words on a regular basis.

8. CALL

The role of computer education in online learning and the role of CALL (Computer Assisted Language Learning) was very significant. Teachers can used

the latest technology, which has the potential to transform students from passive recipients of information to active participants. CALL was defined as the search and study of Computer applications in language teaching and learning.

9. TELL

TELL was the use of computer technology including hardware, software, and the internet to improved language teaching and learning. It could help students to gain access with all available technologies for the improvement of English learning. Students allowed to use online dictionaries, chat and view events around the world.

10. Education satellite

At campus, the students can created their own education satellite lab, where educational value satellite programs such as UGC classrooms, NPTEL, IIT programs and other world programs are recorded and students given access to recordings either through the large monitor or the small monitor.

11. Video tapes

Video tapes help students learnt drama, one-act plays and monologues where scenes from popular British films can be pre-screened without any script running on the scene. Then students asked to find out the words, scripts etc., again the scene will be repeated with the script at the scene. This type of broadcast video recording with and without script allows students to gain access to the pronunciation, accent and using English words with interest. This method will made students repeat it again at their home voluntarily.

12. Pod Casting

Podcast helps to uploaded or downloaded audio files with target language. Teachers can used it as useful audio material for class activities such as discussions. Additionally, it can included pronunciation to learn different accents. It helped the students to improve speaking skill. Students can made use of these files inside and outside the classroom in the form of entertainment as part of their education.

13. Quick link pen

The Quick Link Pen allowed students to copy and save printed text, internet links. This helped to transfer data to the computer and allows the reader to get the meaning of words from the built-in dictionary. Accessing this type of machine was considered a more convenient method. The latest developments in machine translation include translation engines like GO Translator and Bablefish.

14. Quicktionary

It is a pen-like device. This allowed the reader to easily scan words and get phonetic definitions and translations on its own LCD screen. Technologies such as Enounce and Sound-Editor allow learners to adjust the speech rate of listening material to aid their understanding, and provide speech wave spectrum and visual representations of mouth and tongue movements to facilitate learning and improve pronunciation.

c. 'English Speaking Practice' Application as Teaching Media

'English Speaking Practice' developed by Talk English. Talk English has a website, namely (http://www.talkenglish.com.). According to Fitri (2021: 392) stated that the type of internet technology that teachers used in teaching English

was a website called www.talkenglish.com. Based on the official website on the Facebook application, the site was TalkEnglish.com. This learning site was founded by a company in 2005 and it's an online education provider that focuses on speak and listen in English. It offers around 1000 English lessons and 10,000 free audio files worldwide. This website has developed many applications, one of which was the 'English Speaking Practice' application. 'English Speaking Practice' was an application that can improved everyday speaking skill. It also included business speaking material for those who want to increased their knowledge of conversation topics in the world of work. Using this application helped to improved student interaction skill very well.

'English Speaking Practice' application has several advantages, namely;

1. The 'English Speaking Practice'application was easy to used even for beginners because it did not need to did a lot of settings (just choose a conversation category, listen, practice, record and save)

2. This application has two conversation categories, namely beginner english conversation and business english conversation. The English conversation beginner category consists of daily conversation topics. Business English conversation consists of conversation topics about the world of work.

3. In the conversation topic feature, there are listening, quiz, practice, and record features. So, when students have listened to the conversation topic, they will be directed to do a quiz about the conversation topic they are listening to. After doing the quiz, there is an exercise feature where students can practice speaking with native speakers provided. The voice of one of

4. the native speakers' voices will be muted and the student can replaced it. What's more interesting about this application was the students and teachers can collaborated by recorded conversations according to topics and conversations provided by this application.

5. This application did not only improved speaking skill but also improved listening skill, reading skill, increase vocabulary, and can learn grammar.

Below were several pictures of the logo and features available in the 'English Speaking Practice' application, namely:
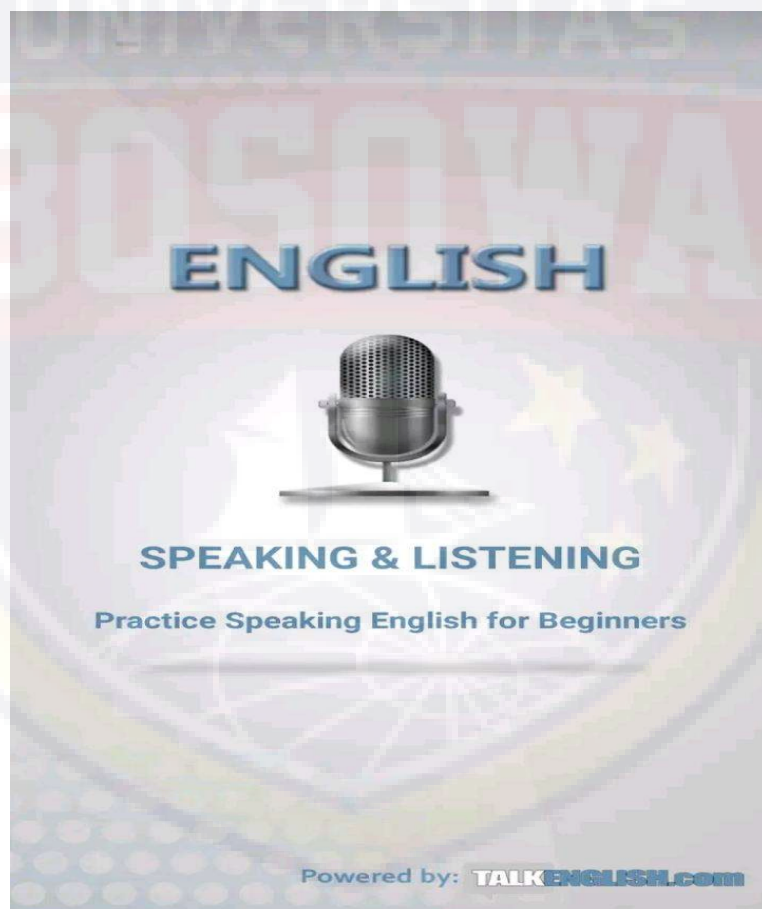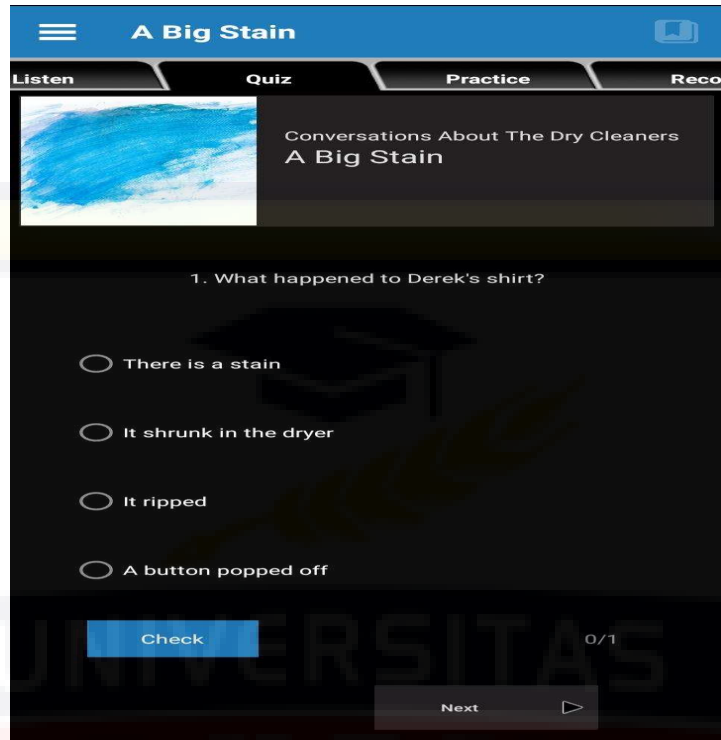

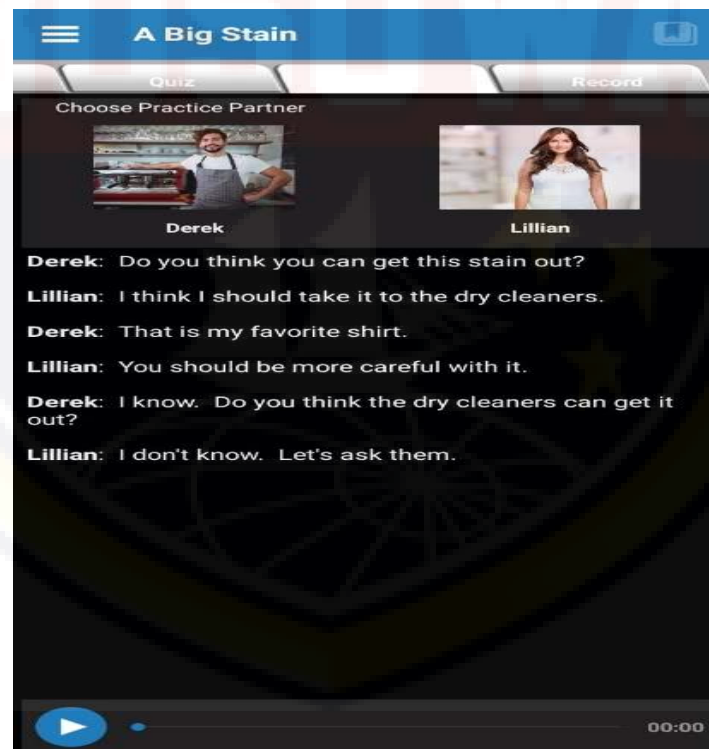Picture 2.1 The logo of the application

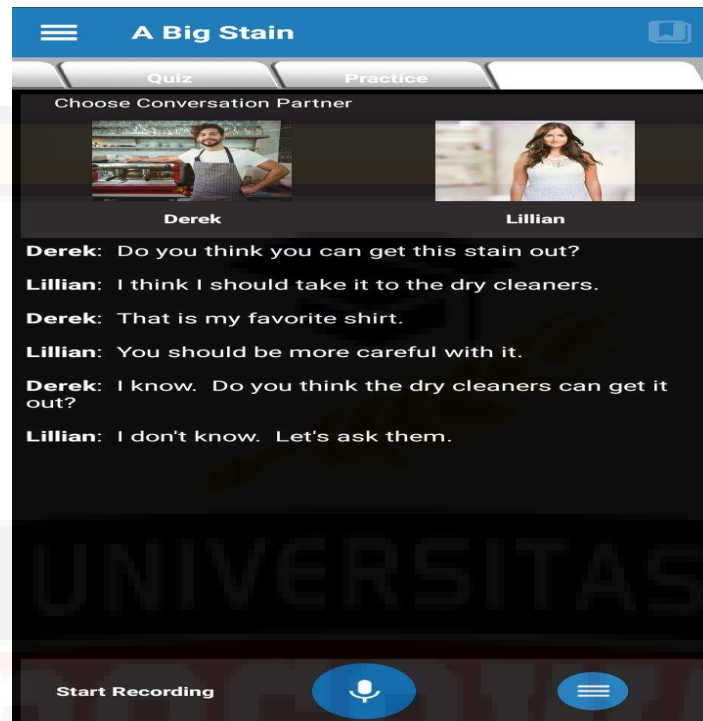Picture 2.2 Categories of the application
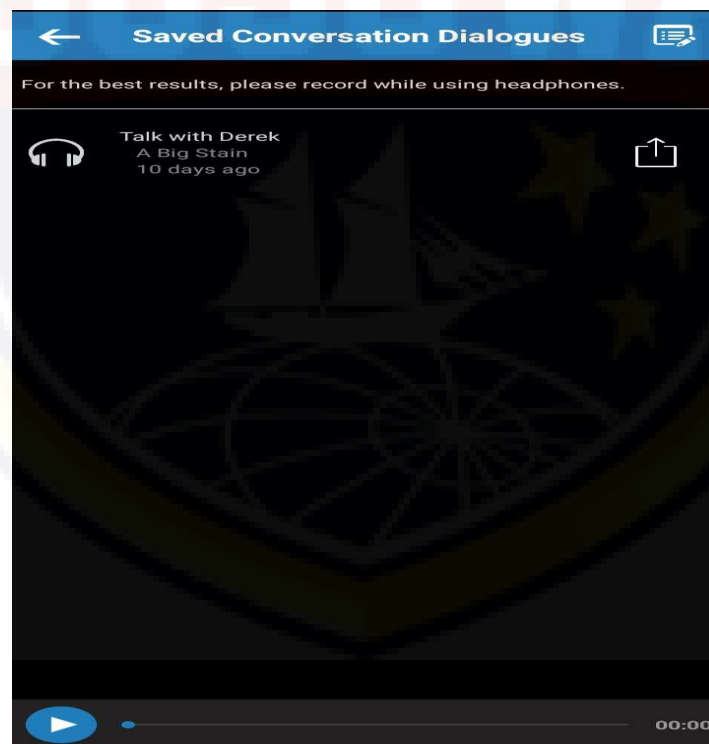

Picture 2.3 Topic of the application

Picture 2.4 Quiz is one of the features in the application

Picture 2.5 Practice is one of the features in the application

Picture 2.6 Record is one of the features Features in the application

Picture 2.7 The result of the students voice after recorded

8. Definition of Asking and Giving Opinion

According to Carolina (2021) stated that opinion can be interpreted as an opinion, response, view or result of a person's or group's thoughts in explaining or responding something that was subjective or the truth can not be ascertained. So, asking and giving opinions means that we asked and gave opinions about something. Also, asking and giving opinion was something that was interrelated with each other, when we asked an opinion to others, surely that person will also gave the opinion that we asked (May, 2022).

Therefore, it can be concluded that asking and giving opinion was an activity when someone asked interlocutor's opinion and the interlocutor will gave a response based on his/her perception.

9. The Purpose of Expressing Opinion

According to Arfi (2020) the purpose of expressing opinion was someone expressed opinions, ideas or thoughts from the point of view of others about a phenomenon (topic of discussion) that occurs. When we negotiated, expressed an opinion, or simply chatting with a friend, we expressed agree or disagree with the other person. But we did not fight for our own opinions, so we have to know how to show empathy with different opinions and also disagree without sounding aggressive so that the conversation did not seems monotonous. We expressed our opinion and show that we listen at the same time. We should be understood and respect the opinions from others. If they felt comfortable, they will be more open to our ideas, opinions, or suggestions.

It can be concluded that the purpose of expressing opinion was to express opinions, ideas, thoughts from speaker's point of view. In asking and giving opinion, the speaker and the interlocutor must respect to each other so they felt comfort during the conversation.

10. Expression of Asking and Giving Opinion

According to Kasih (2021) there were several are expressions of asking and giving opinion, as follows:

a. Expressions of Asking Opinion

Below were expressions of asking opinion that we used to asked others for their opinion, namely:

1. I need your opinion
2. What do you think about …?
3. Do you have opinion?
4. Could you tell me your opinion?
5. What is your opinion?
6. What do you think of …?
7. What is your view on …?
8. Please tell me your opinion on …
9. In your honest opinion, …?
10. Please give me your thoughts on …
11. What are your feelings about …?
12. I'd like to know your views on ….

b. Expression of Giving Opinion

Below were expressions of giving opinion that we used to conveyed or gave opinions to others, namely:

1. In my opinion

2. I think

3. I believe

4. In my point of view

5. My opinion about ….

6. As far as I know

7. In my mind

8. To be honest …

9. In my point of view

10. In my view

11. In my personal opinion

12. I reckon that …

In addition, Winasis (2021) stated that in order to sound like a native speaker, the speaker can used various of expressions , as follows:

a. Expression of Asking Opinion

Below were expressions of asking opinion, namely:

1. How do you feel about that?

2. What is your point of view?

3. I would really appreciate your view.

4. Have you got any thoughts on this?

5. Does anyone have any other comments?

6. Do you have any other comments?

b. Expression of Giving Opinion

Below were expressions of giving opinion, namely:

1. I see what do you mean.

2. That's a very good point.

3. That's a great suggestion.

4. That's one way of looking at it.

After getting opinions or input from others, we also need to provided appropriate responses. There were two events to responded to other people's opinions, namely expression of accepting opinion/agreement and expression of refusing opinion/disagreement (Kasih, 2021).

a. Expression of Accepting Opinion (agreement)

Below were expressions of accepting opinion, namely:

1. I agree with your opinion

2. That's a good opinion

3. I have same opinion with you

4. Your opinion is totally correct

b. Expression of Refusing Opinion (disagreement)

Below were expressions of refusing opinion, namely:

1. I don't think so

2. That's a good opinion but, ….

3. I am not really sure about your opinion

4. I have different point of you with you

11. Teaching asking and giving opinion through 'English Speaking Practice'

According to Luluk (2020) 'English Speaking Practice' application was an application that can improved students' speaking skill. This application provided features that can improved oral skill. Umam (2020) also said that 'English Speaking Practice' was a suitable application for students who want to hone their daily speaking skill. Through the 'English Speaking Practice' application, students can learnt from zero to advance because some of the necessary materials have been provided, including asking for and giving opinions.

Based on the explanation above, it can be concluded that the 'English Speaking Practice' was a suitable application for students to improve speaking skill because the application already provides material, especially material related to asking and giving opinions.

B. Previous Related Study

There were several researches that were relevant to the using of the 'English Speaking Practice' application. This research can be supported by an extensive literature review on teaching using the 'English Speaking Practice' application to improve students' speaking skill. The first by Fuadi (2021) entitled 5 Aplikasi Belajar Bahasa Inggris Terbaik. Fuadi (2021) said that in this era of information and communication technology development, people really need English. People's lives can not be separated from mobile phones. Almost everyone used a mobile phone to make their daily activities easier.

Second, The Use of An Online Learning Site (Www.Talkenglish.Com) In Teaching Speaking for First Grade Of Junior High School Students by Fitri (2021). The difference from this research was the researcher used website in teaching speaking. From this research, the researcher explained that online learning using the website www.talkenglish.com improves students' speaking skill. Talk English was a website that helps people to improve their English easily. The website provided theory and practice for students in English. Regarding the availability of computers and internet connections, using of websites as online learning is very possible.

Third, Improving Aliyah Students' Speaking Skill by Using Podcast by Hikmah et. al. (2021: 1). In their research, the researcher found that most of the students had a positive response in using podcast. Students said that Podcasts can helped them in learning English, especially in speaking skill. This research had a difference because the researchers used Podcast to improve students' speaking skill.

Fourth, The Impact of Using Oraiapp.com On Improving Students' Speaking Skill For Non-Native Speakers by Simatupang et. al (2019). The result of the research was oraiapp.com was the one of the applications that can improved students' speaking skill, the application made it easier for teachers in the teaching process, especially teaching speaking skill. Not only teachers but also students benefit from the application. The students' speaking skill experienced a significant improvement, especially in pronunciation, fluency, vocabulary, and they became more confident in speaking presentations and interpersonal speaking. This research

also had the difference because the researchers used Oraiapp.com in improving students' speaking skill.

Based on the previous findings above, the writer conducted research related to improve students' speaking skill by using learning media. This study was different from previous studies because this study used the 'English Speaking Practice' application to improve students' speaking skill in learning process. In addition, this application can be installed on mobile phones so that it helped students in the learning process anywhere and anytime.

C. Conceptual Framework

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┌─────────────────────────────┐
│      Teaching Speaking      │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────────────┐
│ 'English Speaking Practice' Application │
└─────────────────────────────────────┘
               │
               ▼
        ┌──────────────┐
        │   Analysis   │
        └──────────────┘
               │
               ▼
        ┌──────────────┐
        │   Finding    │
        └──────────────┘
```
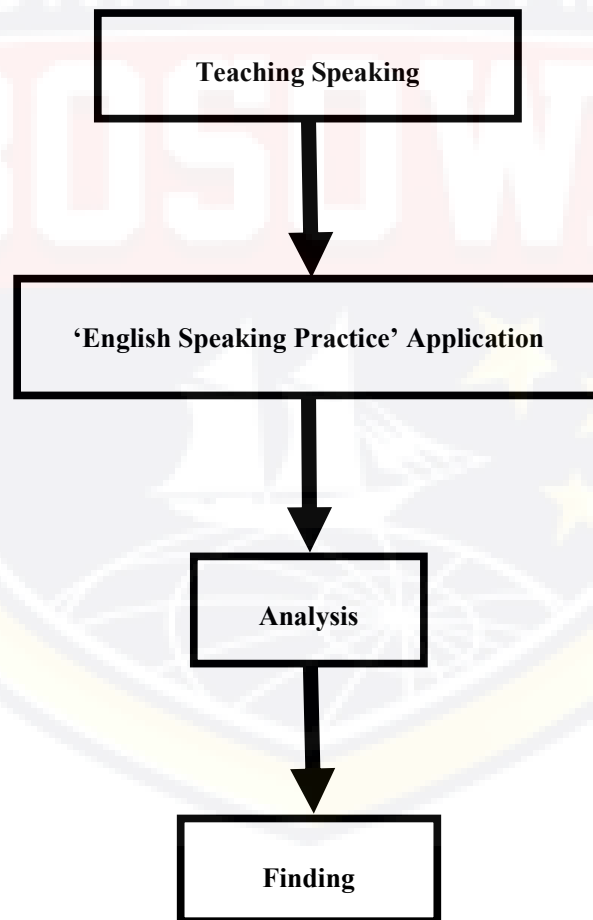
Figure 2.1 Conceptual Framework of the Research

The conceptual framework above explained about teaching speaking based on the curriculum. The material was asking and giving opinion. The researcher introduced and used 'English Speaking Practice' application after the material gave to the students. In the application, there was the material related to the material asking and giving opinion. The researcher analyzed during the process of gave pre-test, treatment, and post-test. The finding of this research was students' speaking skill.

D. Research Hypothesis

The research hypothesis formulated as follows:

1. H0 : There was no significant effect on the using of the 'English Speaking Practice'application in improving students' speaking skill at the eleventh grade of IPS 1 SMA Negeri 18 Makassar in 2022/2023 academic year.

2. H1 : There was a significant effect on the using of the 'English Speaking Practice'application in improving students' speaking skill at the eleventh grade of IPS 1 SMA Negeri 18 Makassar in 2022/2023 academic year.

CHAPTER III

METHOD OF THE RESEARCH

This chapter presented a description of the research methods used in this study. Consists of research design, place and time of research, population and samples, research instruments, data and sources of data, data collection techniques and analysis techniques.

A. Research Design

In this experimental study, the writer applied pre-experimental research with a one group of pre-test-post-test. This design includes three steps.

1). Give a pre-test to measure the dependent variable

2). Provide experimental treatment

3). Provide a post-test to measure the dependent variable

O1	X	O2

Where:

  O1= Pre-test

  X= Treatment

  O2= Post-test

John W. Creswell (2014: 230)

B. Time and Location of Research

This study was carried out at SMA Negeri 18 Makassar in 2022/2023 academic year. The researcher conducted four meetings. The time of the study took in June until July.

C. Population and Research Sample

1. Population

The population in this study was the students at the eleventh grade of SMA Negeri 18 Makassar in 2022/2023 academic year. There were eight classes of the eleventh grade which consist of five classes of IPA and three classes of IPS. The population were 270 students.

2. Sample

In this study, the writer took one of the classes that have been formed in the school to be observed. The sample were the students at the eleventh grade of class XI IPS 4 in 2022/2023 academic year. Total sampling were 20 students.

C. Research Variables and Operational Definitions

1. Research Variables

This study consists of two kinds of variables, namely the independent variable and the dependent variable. In this study, the independent variable was the use of the 'English Speaking Practice' application, while the dependent variable was students' speaking skill.

2. Variable Operational Definition

To prevent bias interpretation especially regarding the terms used in this research, operational definitions of the involve variables are formulate as follows.

a. Speaking skill

Speaking `was one of the important skill in language. Speaking skill must be mastered by all language learners. It was the most frequently used communication tool in daily life. When people want to communicate or interact with others, they

will talk. But in this modern era, especially in an academic environment, speaking is considered more than just a means of communication. Speaking skill in this study mean the students' skill to express their ideas with correct pronunciation and fluency.

b. 'English Speaking Practice' application

The 'English Speaking Practice' application was a technology in the form of an application used by teachers and student to developed an improvement, interesting, and relevant students' speaking skill.

D. Instrument of the Research

The material took from authentic material in teaching speaking tests that was in the form of asking and giving opinion. This type of test was a conversation. The students asked to read and practice a conversation with their partner about asking and giving opinion. The students recorded their voice. The test gave twice, before and after the treatment or teaching and learning process. The researcher gave a pre-test to the students, to find out the speaking skill of the initial sample and then post-test measured the use of the 'English Speaking Practice' application whether or not improved students' speaking skill. In addition, to see whether the use of the 'English Speaking Practice' application has a significant effect compared to conventional strategies, the writer compared the results of the pre-test and post-test samples.

E. Data Collection Procedures

a. Pre-Test

The writer gave a pre-test to the students, before gave the treatment. The writer asked the students read a conversation about asking and giving opinion. The students did and recorded their conversation with their partner.

b. Treatment.

In the treatment, the writer explained the material about the speaking test, especially asking and giving opinion by used the 'English Speaking Practice' application to improved students' speaking skill. In this case, it carried out in two meetings. At the first meeting the writer explained about the definition, expression, and example of asking and giving opinion. At the second meeting the writer explained to the students about the features of the application. The features were listen, quiz, practice, and record. The student tried all of the feature and they practiced speaking used the application.

c. Post-Test

After the treatment, the writer gave a post-test to the students. The procedure was same with the pre-test to see the students' skill afterwards.

F. Technique of Analysis Data

In this study, the data collection used to determine whether the treatment gave the good results or not to the speaking skill of class XI IPS 4 students of SMA Negeri 18 Makassar in 2022/2023 academic year. This study was supported by quantitative data analysis. Quantitative data in this study was in the form of

numerical data and can be formulated in statistical methods. Then, Classified the students score based on the following class classification:

TABLE 3. 1 Scoring classification

No	Score	Classification
1	91-100	Excellent
2	76-90	Good
3	61-75	Average
4	51-60	Poor
5	<50	Very Poor

Depdiknas (2017: 13)

To calculated the average value, standard deviation, frequency table, and t-test value in identifying the difference between the pre-test and post-test the writer used inferential analysis in the SPSS (Statistic Product and Statistic Solution) version 25 program. This means that the writer does not used manual calculations. All data collected is accounted for using SPSS (Statistic Product and Statistics Solution) version 25.

As for how to assess students' speaking skill, the writer used rubric speaking assessment.

TABLE 3. 2 Speaking Assessment Rubric

No	Aspect	Score	Explanation
1	Pronunciation	5	Easy to reach and has a native speaking accent.
		4	Easy to understand even with a certain accent.
		3	There are pronunciation problems that make listeners have to be fully concentrated and sometimes there are misunderstanding.

		2	Difficult to understand due to pronunciation problems, often asked to repeat.
		1	Serious pronunciation problem incomprehensible.
2	Grammatical	5	No or few grammatical errors.
		4	Sometimes makes grammatical errors but doesn't affect the meaning.
		3	Often makes grammatical errors that affect meaning.
		2	Many grammatical errors that hinder meaning and often rearrange sentences.
		1	The grammatical errors are so sereve that they are difficult to understand.
3	Vocabulary	5	Use vocabulary and expressions like a native speaker.
		4	Sometimes uses inappropriate vocabulary.
		3	Often use inappropriate vocabulary, conversation becomes limited due to limited vocabulary.
		2	Using vocabulary incorrectly and limited vocabulary makes it difficult to understand.
		1	Vocabulary is so limited that conversation is impossible.

Hanik (2011)

To get a speaking assessment score:

$$\text{Student Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \, x \, 100$$

CHAPTER IV

FINDINGS AND DISSCUSSION

This chapter described the research findings and discussed the findings. This finding correlated with the problem statement stated in the introduction. The findings presented in this section consist of data obtained through a test to see if there was an improvement on the students' speaking skill at SMAN 18 Makassar after gave the treatment. This section discussed the description and interpretation of the findings in this study. The findings that the writer reported in this study were based on the analysis of data collection and application of the techniques described in the previous chapter.

A. Findings

In this section, the writer described the result of data analysis in the pre-test and post-test. It was found from the result of the voice recording test about conversations asking and giving opinion which carried out in pairs. The test was conducted twice, namely pre-test and post-test, the researcher gave the script about asking and giving opinion and the students read and recorded the script before and after treatment.

To determine the students' speaking skill, the researcher conducted a pre-test and post-test. Pre-test and post-test were conducted to get students' speaking scores. After analyzing the data obtained from the pre-test and post-test, the following are the results of the data analysis. The results of students' speaking scores on the pre-test and post-test can be seen in the table below:

Table 4.1. The Students' Speaking Score in Pre-test

No.	Nama	Initial	Pronunciation	Grammar	Vocabulary	Total Score	Classification
1	Agusrianti Maharani	AM	3	3	3	60	Poor
2	Alya Oktavini Ramadhani	AOR	4	2	2	53	Poor
3	Andi Fachrizal Fahlevi	AFF	4	4	4	80	Good
4	Amelia	AM	2	3	3	53	Poor
5	A.M. Resky Anugra	AMR	3	2	3	53	Poor
6	Citra	CI	3	2	3	53	Poor
7	Jonatan Emanuel Dala Senda	JED	3	2	3	53	Poor
8	Muhammad Aditya	MA	3	1	2	40	Very Poor
9	Muhammad Saiful Arun	MSA	3	2	3	53	Poor
10	Muhammad Nurhidayat Amin	MNA	2	2	3	47	Very Poor
11	Musdalifah Hamjah	MH	2	2	2	40	Very Poor
12	Mutia Nur Aini R.S	MNR	2	1	1	27	Very Poor
13	Natasya Jelita Fitrah Aurelia	NJE	2	1	2	33	Very Poor
14	Nurul Afifah Eka Savitri	NAE	2	3	3	53	Poor
15	Nur Rahmah	NR	1	1	2	27	Very Poor
16	Ramadhan Rezky Iswanto	RRI	3	2	3	53	Poor
17	Sitti Fathira Hatta	SFH	2	2	3	47	Very Poor
18	Suci Ramadhani Abidin	SRA	2	2	3	47	Very Poor
19	Orisa Zativa	OZ	3	3	3	60	Poor
20	Ivan Afriawan	IA	2	1	3	40	Poor

Source: Students' Pre-test Score

Based on the table 4.1, it can be concluded that there were no students who got scored 91-100. There were 1 students who got a score of 76-90. There were no students who got a score of 61-75. There were 11 students who got a score of 51-60 and there were 8 students who got a score of <50.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into five levels based on Depdiknas (2017:13). The following table is the students' pre-test score and percentage.

Table 4. 1 The Percentage of Students' Pre-test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	-	-
Good	76-90	1	5%
Average	61-75	-	-
Poor	51-60	11	55%
Very poor	<50	8	40%
Total		20	100%

Source: Students' Pre-test

Table 4.2 above showed that, in the pre-test there were no students who were classified as excellent, there were 1 students who were classified as good (5%), there were no students who were classified average, there were 11 students who were classified as poor (55%), and there were 8 students who were classified as very poor (40%).

In the pre-test, there were some students who hesitated to speak because of several things namely lack of confidence, they were afraid to make mistakes, their

diction was also limited, students did not understand what they were saying, and

students only read monologues.

The following is the table about students' speaking score in post-test.

Table 4. 2 The Students' Speaking Score in Post-test

No.	Nama	Intial	Pronunciation	Grammar	Vocabulary	Total Score	Classification
1	Agusrianti Maharani	AM	5	4	5	93	Excellent
2	Alya Oktavini Ramadhani	AOR	5	4	4	87	Good
3	Andi Fachrizal Fahlevi	AFF	5	5	4	93	Excellent
4	Amelia	AM	4	4	4	80	Good
5	A.M. Resky Anugra	AMR	4	4	4	80	Good
6	Citra	CI	4	5	5	93	Excellent
7	Jonatan Emanuel Dala Senda	JED	4	4	4	80	Good
8	Muhammad Aditya	MA	5	3	4	80	Good
9	Muhammad Saiful Arun	MSA	5	4	4	87	Good
10	Muhammad Nurhidayat Amin	MNA	4	3	4	73	Average
11	Musdalifah Hamjah	MH	4	3	4	73	Average
12	Mutia Nur Aini R.S	MNR	3	3	3	60	Poor
13	Natasya Jelita Fitrah Aurelia	NJF	3	3	4	67	Average
14	Nurul Afifah Eka Safitri	NAE	4	4	4	80	Good
15	Nur Rahmah	NR	4	4	4	80	Good
16	Ramadhan Rezky Iswanto	RRI	4	4	5	87	Good
17	Sitti Fathira Hatta	SFH	4	4	5	87	Good

	Suci Ramadhani Abidin						
18	Abidin	SRA	4	4	5	87	Good
19	Orisa Zativa	OZ	5	4	5	93	Excellent
20	Ivan Afriawan	IA	4	4	4	80	Good

Source: Students' post-test score

Based on table 4.3, the writer concluded that there were 4 students who got a score of 91-100, there were 12 students who got a score of 76-90, there were 3 students who got a score of 61-75, and there were 1 students who got a score of 51-60. And there were no students who got score of and <50.

After the writer gave a treatment, students' speaking skill improved. Improvement was revealed from the result of students' performance in the post-test. In the post-test, students' pronunciation got better, students become more confident and they spoke fluent.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into five levels based on Depdiknas (2017: 13). The following table is the students' post-test score and percentage.

Table 4. 3 The Percentage of Students' Post-test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	4	20%
Good	76-90	12	60%
Average	61-75	3	15%
Poor	51-60	1	5%
Very poor	<50	-	-
Total		20	100%

Source: Students' Pre=test

Based on the classification, scores, and post-test percentage levels, it was depicted in table 4.4 that out of 20 students, there were 4 students classified as excellent, in percentage was 20%, there were 12 students classified as good, in percentage 60%, there were 3 students classified as average, in percentage 15%, there were 1 students classified as poor, in percentage 5%, and there were no students classified as very poor.

After calculated the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the following table:

Table 4. 4. Descriptive Statistic

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre	20	27	80	972	48.60	12.154
post	20	60	93	1640	82.00	8.909
Valid N (listwise)	20					

Based on the pre-test and post-test data on this page, it seems that there was an improvement on students' speaking skill in the post-test through the treatment of these students by using 'English Speaking Practice' application. In the pre-test, the mean score was 48,60 and the standard deviation was 12,154. Meanwhile, in the post-test, the mean score was 82,00 and the standard deviation was 8,909. The average value of the post-test is higher than the pre-test.

After conducted students' pre-test and post-test scores in the experimental class, the writer used t-test to test the hypothesis. T-test is a test to measure whether there is a significant difference between the result of the students' mean scores on

the pre-test and post-test. By using the t-test inferential analysis or the significance test run by SPPS version 25, significant differences can be analyzed.

In this study, the Null hypothesis (H_0) stated that there was no improvement on students' speaking skill at the eleventh grade of SMAN 18 Makassar. While the Alternative Hypothesis (H_1) stated that by using 'English Speaking Practice' application has improved students' speaking skill at the eleventh grade of SMAN 18 Makassar. If the significance value is 2 or sig. (2-tailed) is lower than 0.05, H_1 accepted and H_0 rejected.

Table 4. 5 Paired Samples Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	pre - post	-33.400	8.075	1.806	-37.179	-29.621	-18.499	19	.000

The result of t-test stated that Sig. (2-tailed) was 0.000. The result provided that the Sig. (2-tailed) table was lower than the level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. This means that using 'English Speaking Practice' application can improve students' seaking skill at the eleventh grade of SMAN 18 Makassar.

B. Discussion

This scope in this study focused on using 'English Speaking Practice' application to improve students' speaking skill at the eleventh grade of SMAN 18

Makassar in 2022/2023 academic year. This study also focused on students' speaking skill on accuracy (pronunciation, vocabulary, and grammar).

The description of the data collected through the test as described in the previous section shows that 'English Speaking Practice' application was able to improve students' speaking skill. This was supported by the writer's experience when conducted pre-test and post-test. In the pre-test, most of the students felt nervous and uncomfortable when they speak. After giving treatment, in the post-test there were several improvements achieved by students, namely: students felt more confident when they speak, students' speaking skill increased, students' pronunciation gets better, and students more fluent in speaking activities.

This was also supported by the result of frequency and percentage level of students' pre-test and post-test. The value of students after being given treatment was better than before being given treatment. Based on the result of the pre-test score, many students had difficulty in speaking activities. In summary, the mean pre-test score was 48,60 while the mean of the post-test score was 82,00. The result of the pre-test score showed that there were 8 (40%) students in very poor category, there were 11 (55%) students in poor category, there were no students in average, there were 1 (5%) students in good category, and there were no students in excellent category. Meanwhile, the result of the post-test score showed that there were no students in very poor, there was 1 (5%) students in poor category, there was 3 (15%) students in average, there were 12 (60%) students in good category, and there were 4 (20%) students in excellent category. From the calculation of the average value of the pre-test and post-test, it is known that the average value of the pre-test is

48,60 with a poor classification while the post-test average value is 82,00 with a very good classification.

The first day of the research, the writer conducted a pre-test at the school. The writer gave a conversation script about asking and giving opinion and the writer asked the students read the conversation. The conversation did with their partner. The students recorded their conversation with their partner.

After taking the pre-test, the writer gave the treatment. The treatment applied twice. In the first treatment, the writer explained the material about asking and giving opinion. The material consist of the definition, the purpose, expressions of asking and giving opinion, example of asking and giving opinion, and the writer asked the students to made a conversation about asking and giving opinion by their own ideas. In the second treatment, the writer explained about 'English Speaking Practice' application. The writer explained about how to used 'English Speaking Practice' application. In the application, the conversation was related to the material of asking and giving opinion. Some advantages of using 'English Speaking Practice' application were easy to use and the application have several features that can improved speaking skill like listen, quiz, practice and record. At the record feature could help student to heard their record, if they did the mistake in pronunciation they could re-recording. While the disadvantages of using 'English Speaking Practice' application that students lose interest in the theme.

At the last meeting, the writer applied the post-test. In the post-test, the writer gave the same test when the writer did the pre-test.

During the post-test, the writer analyzed that there was an improvement in students' speaking skill. In line with what Luluk (2020) said that 'English Speaking Practice' application was an application that can improved students' speaking skill. So, the writer can concluded that the research question in chapter one has answered that students got an improvement in speaking skill by using 'English Speaking Practice' application at the eleventh grade of SMAN 18 Makassar.

The writer found the obstacles when conducted the study. The writer conducted the study at the beginning of the semester after the students got the holiday so the students were still carried away by the holiday atmosphere and they did not have seriousness in studied. Therefore, the writer had to gave a motivation to the students to studied.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deal with the conclusion of findings on the study, and suggestion for English students and teachers of the study as follows

A. Conclusions

This study was conducted at the eleventh grade of social science 4th at SMAN 18 Makassar. The writer conducted the study with offline learning. Based on the formulation of the problem, study objectives, hypothesis testing and analysis results, it could be concluded from the data that the writer obtained that the students' scores getting more improved during the post-test than the pre-test.

Based on the post-test percentage of students, all students' scores in the post test were higher than in the pre-test, so it can be concluded that using 'English Speaking Practice' application can improve students' speaking skill after being given treatment by the writer. In the statistical section stated in the hypothesis test, the results show the statistical test 'asymp sig (2-tailed) worth 0.000 less than 0.005 analysis of the data obtained in the statistic "H$_1$ accepted". There are differences in students' speaking skill at the time of pre-test and post-test. In the pre-test, the mean score was 48,60 and the standard deviation was 12,154, henceforth, in the post-test, the mean score was 82,00 and the standard deviation was 8,909. The average value of the post-test is higher than the pre-test. So, it can also be concluded that there is an improvement by using 'English Speaking Practice' application on the students' speaking skill of social science 4 students at SMAN 18 Makassar.

B. Suggestion

Based on the results of the study, the writer proposed to all parties involved in this study about suggestions that focused on the study findings as follows:

1. Teachers

Before learning, the teachers should be preparing all the materials and the media of learning keep motivating and supporting the students can increase the students' confidence. In addition, the teachers also need to pay more attention on students' psychological factors that can be affected the both students' speaking performance and students' daily behavior.

2. Students

Students should be encouraged themselves to have high enthusiasm as well as good performance in speaking activities with high self-confidence, student will be able to work on and complete assignments optimally. In addition, by having a strong sense of self-confidence, students do not need to worry about mistakes or failures so that they can improve their courage and speaking skill for better.

3. Further researcher

This study can be used as a reference for the further writer. From this study we have found many factors that can be affecting student learning process at the school, such us student independence and the motivation. It is indicated that after this study there are still many of problems often found in schools but are still ignored.

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APPENDICES

Appendix 1 Administration

PEMERINTAH PROPINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 18 MAKASSAR
Alamat : JL. Paccerakkang Kompleks Mangga Tiga Permai Daya, Telp. (0411) 511121 Makassar 90241
Email : sman.dels@yahoo.co.id Wabsite : www.sman18makassar.sch.id

NSS 3 0 1 1 9 6 0 1 3 1 3 1 NPSN 4 0 3 1 1 9 5 2

SURAT KETERANGAN
Nomor : 422/404-UPT.SMA.18/Mks.1/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 18 Makassar menerangkan

bahwa :
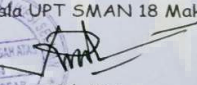
Nama	:	OLIVIA
Nomor Pokok	:	4518101023
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S.1)
Alamat	:	Jl. Urip Sumoharjo Km.04 Makassar

Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan selaku Administrator Pelayanan Perizinan Nomor: A.384/FKIP/UNIBOS/VI/2022 tanggal 16 Juni 2022 Perihal Surat Izin Penelitian yang bersangkutan telah mengadakan penelitian pada tanggal 16 Juni s/d 31 Juli 2022 dengan judul :

"USING ENGLISH SPEAKING PRACTICE APPLICATION TO IMPROVE SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN NEGERI 18 MAKASSAR"

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 01 Agustus 2022

Kepala UPT SMAN 18 Makassar

Laenre , S.Pd .,MH
Pangkat : Pembina Tk I
NIP. 19680201 199412 1004

Tembusan :
1. Kepala Dinas Pendidikan Prov. Sulawesi . Sul-Sel
2. Kepala Cabang Dinas Pendidikan Wilayah I Makassar- Maros
3. Pertinggal.

Appendix 2 Instrument of the research

SPEAKING TEST

INSTRUMENT TO TEST STUDENTS' SPEAKING SKILL

1. Pre-test

   The researcher gave a script about a conversation about asking and giving opinion. The theme was full day school. The researcher asked the students to practice the conversation with the partner and they recorded their conversation. The students will pair to do the conversation.

2. Treatment

   The researcher apply two treatments. The first, students learn about asking and giving opinion. The material consist of the definition, the purpose, expressions of asking and giving opinion, example of asking and giving opinion, and make a conversation about asking and giving opinion by their own ideas . The second, students learn using 'English Speaking Practice'application to improve their speaking skill. In the application, the conversation is related to the material of asking and giving opinion.

3. Post-test

   The researcher give the conversation about asking and giving opinion. The theme is full day school. The researcher asked the students to practice the conversation with the partner and they record their conversation. The students will pair to do the conversation.

Pre-Test

Name:

Class:

Instructions:

1. Read the conversation below with your partner!

2. Practice the conversation with your partner!

3. Record the conversation!

Theme: Full day school.

In the class.

A   : Hi! What are you doing?

B   : I'm doing my assignment.

A   : Have you hears about the rules that will be applied in our school?

B   : No, I am not. What rules is that?

A   : The rules about our school will apply full day school. So what your

     opinion about that?

B   : I think it is good for us. We can more understand about the lesson material.

     Besides, we can do our homework at the school and we can disscuss it with

     our teacher.

A   : I think we will feel tired and we will difficult to have concentration. We

can't understand the material. How do you feel about it?

B : I am not sure if the teacher can bring class situation more fun and

   giving them the exciting activities.

A : That's a good opinion but we were bored because we spend our time at

   the school for a long day.

B : No, it will be fun if we join the extracurricular activity and we can enjoy

   our time at school.

A : I see what do you mean, but we don't have any time to help our parents

   after we back to home because we are tired and we will take a rest.

B : I reckon that we have two days at the weekend to spend our time with our

   parents and family.

A : To be honest there are advantages and disavantages from the rules about

   full day school.

B : Your opinion is totally correct.

Treatment

Treatment 1

Guidance: The researcher will explain about the definition, expression, and example of asking and giving opinion. The researcher ask students to make a conversation about the rules in their school by their self and practice with their partner. The students have 2 minutes to do the conversation.

Example of asking and giving opinion:

Lisa : Sifa, do you think that English is difficult lesson?

Sifa : I don't think so. I think there is no difficult lesson.

Lisa : Why do you think like that?

Sifa : Because, I think if we learn seriously, there is no difficult lesson. It's depend on our seriously.

Lisa : I don't think so, in my opinion, it's difficult because I hard to do every tasks that are given by our teacher.

Sifa : According to me, it is because of you are lack of vocabularies. So, try to enrich your vocabulary then.

Lisa : Em… I think so. Anyway, English in our class is scheduled at the last class, right?

Sifa : Yes. What do you think about it?

Lisa : It's good. There is no problem about it.

Sifa : I don't think so. I think if English is in the first class, it will be easier to do the lesson. I am hard to follow that schedule.

Lisa   : But I think if we learn seriously, there is no hard in it. It's depend on our

        seriously.

Sifa   : I agree with you.

Source:

https://memperoleh.com/dialog-asking-and-giving-opinion-tentang-sekolah-beserta-artinya

Treatment 2

Guidance: The researcher explain about 'English Speaking Practice'application. The application also contains material about asking and giving opinion. The researcher explain how to use the features in the application. There are fourth features, namely: listen, quiz, listen, and record. The researcher ask students to choose the categories and they will listen the conversation. There are quizzes after they listen the conversation. Then, students will do a practice and they have to choose a practice partner. The last feature is record. The students will choose a conversation partner and record their conversation. The conversation can be saved and listened again. Below are the categories and the features of the application:

1) The categories of the application. The categories are beginners English conversations and business English conversations.

2) The categories of beginners English conversations.

3) The feature of listen.

4) The feature of quiz.

5) The feature of practice.

6) The feature of record.
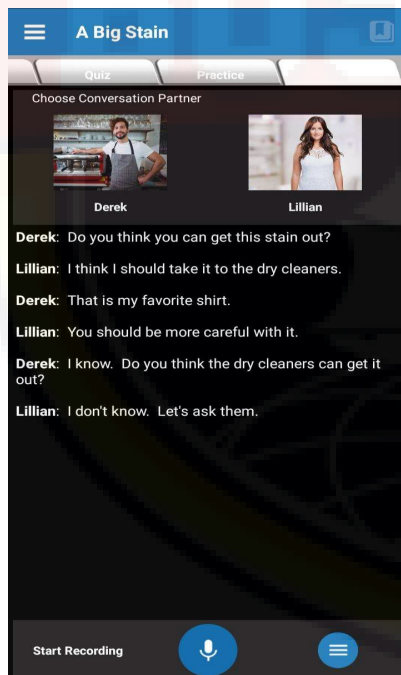
7) The feature to hear the voice after record.

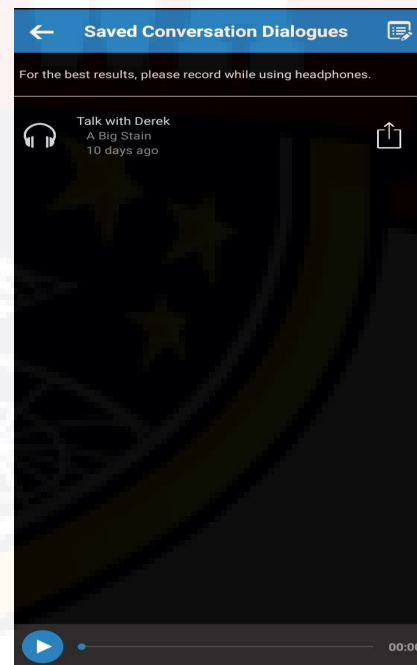(1)   (2)
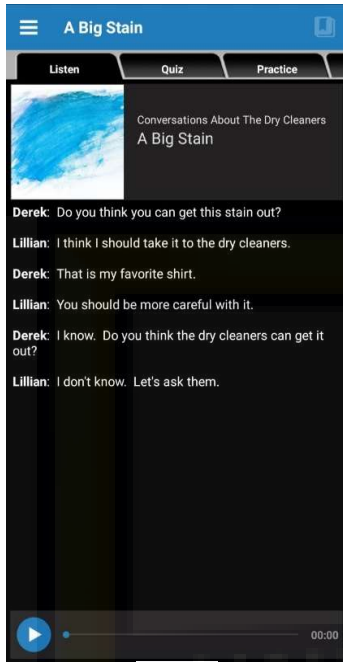
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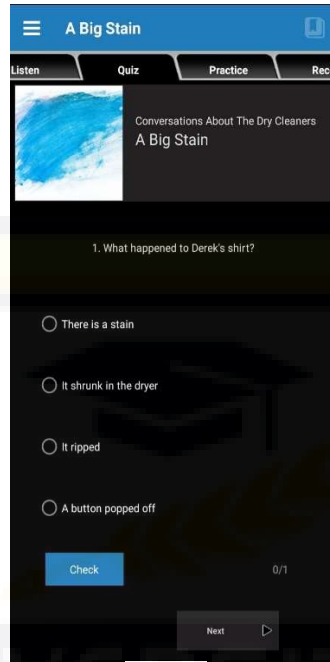
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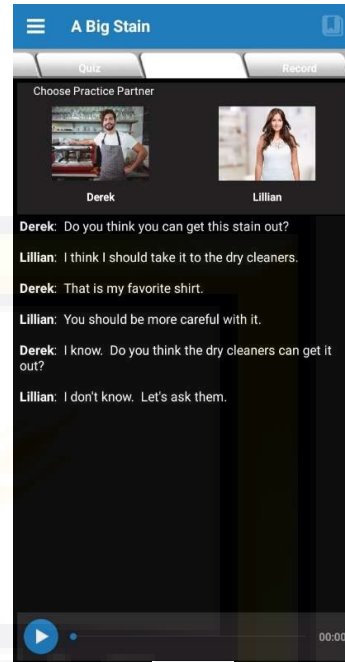
(5)

(6)

(7)

Post-Test

Name:

Class:

Instructions:

1. Read the conversation below with your partner!

2. Practice the conversation with your partner!

3. Record the conversation!

Theme: Full day school.

In the class.

A   : Hi! What are you doing?

B   : I'm doing my assignment.

A   : Have you hears about the rules that will be applied in our school?

B   : No, I am not. What rules is that?

A   : The rules about our school will apply full day school. So what your

         opinion about that?

B   : I think it is good for us. We can more understand about the lesson material.

         Besides, we can do our homework at the school and we can disscuss it with

         our teacher.

A   : I think we will feel tired and we will difficult to have concentration. We

can't understand the material. How do you feel about it?

B : I am not sure if the teacher can bring class situation more fun and

  giving them the exciting activities.

A : That's a good opinion but we were bored because we spend our time at

  the school for a long day.

B : No, it will be fun if we join the extracurricular activity and we can enjoy

  our time at school.

A : I see what do you mean, but we don't have any time to help our parents

  after we back to home because we are tired and we will take a rest.

B : I reckon that we have two days at the weekend to spend our time with our

  parents and family.

A : To be honest there are advantages and disadvantage from the rules about

  full day school.

B : Your opinion is totally correct.

Appendix 3 Pre-test and Post-test Score

Pre-test

No.	Nama	Initial	Pronunciation	Grammar	Vocabulary	Total Score	Classification
1	Agusrianti Maharani	AM	3	3	3	60	Poor
2	Alya Oktavini Ramadhani	AOR	4	2	2	53	Poor
3	Andi Fachrizal Fahlevi	AFF	4	4	4	80	Good
4	Amelia	AM	2	3	3	53	Poor
5	A.M. Resky Anugra	AMR	3	2	3	53	Poor
6	Citra	CI	3	2	3	53	Poor
7	Jonatan Emanuel Dala Senda	JED	3	2	3	53	Poor
8	Muhammad Aditya	MA	3	1	2	40	Very Poor
9	Muhammad Saiful Arun	MSA	3	2	3	53	Poor
10	Muhammad Nurhidayat Amin	MNA	2	2	3	47	Very Poor
11	Musdalifah Hamjah	MH	2	2	2	40	Very Poor
12	Mutia Nur Aini R.S	MNR	2	1	1	27	Very Poor
13	Natasya Jelita Fitrah Aurelia	NJE	2	1	2	33	Very Poor
14	Nurul Afifah Eka Savitri	NAE	2	3	3	53	Poor
15	Nur Rahmah	NR	1	1	2	27	Very Poor
16	Ramadhan Rezky Iswanto	RRI	3	2	3	53	Poor
17	Sitti Fathira Hatta	SFH	2	2	3	47	Very Poor
18	Suci Ramadhani Abidin	SRA	2	2	3	47	Very Poor
19	Orisa Zativa	OZ	3	3	3	60	Poor
20	Ivan Afriawan	IA	2	1	3	40	Poor

Source: Students' Pre-test Scor

Post-test

No.	Nama	Intial	Pronunciation	Grammar	Vocabulary	Total Score	Classification
1	Agusrianti Maharani	AM	5	4	5	93	Excellent
2	Alya Oktavini Ramadhani	AOR	5	4	4	87	Good
3	Andi Fachrizal Fahlevi	AFF	5	5	4	93	Excellent
4	Amelia	AM	4	4	4	80	Good
5	A.M. Resky Anugra	AMR	4	4	4	80	Good
6	Citra	CI	4	5	5	93	Excellent
7	Jonatan Emanuel Dala Senda	JED	4	4	4	80	Good
8	Muhammad Aditya	MA	5	3	4	80	Good
9	Muhammad Saiful Arun	MSA	5	4	4	87	Good
10	Muhammad Nurhidayat Amin	MNA	4	3	4	73	Average
11	Musdalifah Hamjah	MH	4	3	4	73	Average
12	Mutia Nur Aini R.S	MNR	3	3	3	60	Poor
13	Natasya Jelita Fitrah Aurelia	NJF	3	3	4	67	Average
14	Nurul Afifah Eka Safitri	NAE	4	4	4	80	Good
15	Nur Rahmah	NR	4	4	4	80	Good
16	Ramadhan Rezky Iswanto	RRI	4	4	5	87	Good
17	Sitti Fathira Hatta	SFH	4	4	5	87	Good
18	Suci Ramadhani Abidin	SRA	4	4	5	87	Good
19	Orisa Zativa	OZ	5	4	5	93	Excellent
20	Ivan Afriawan	IA	4	4	4	80	Good

Source: Students' Post-test Score

Appendix 4 The Students' Score and Data SPPS

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre	20	27	80	972	48.60	12.154
post	20	60	93	1640	82.00	8.909
Valid N (listwise)	20					

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pre - post	-33.400	8.075	1.806	-37.179	-29.621	-18.499	19	.000

Appendix 5. Documentation

Picture 1: The writer was giving the guidance before doing pre-test.

Picture 2: The students were attending the class while they were doing the pre-test.

Picture 3: The writer was providing the treatment to the students.

Picture 4: The students were doing the first treatment.

Picture 5: The students were doing the second treatment.

Picture 6: The writer was giving post-test to the students.
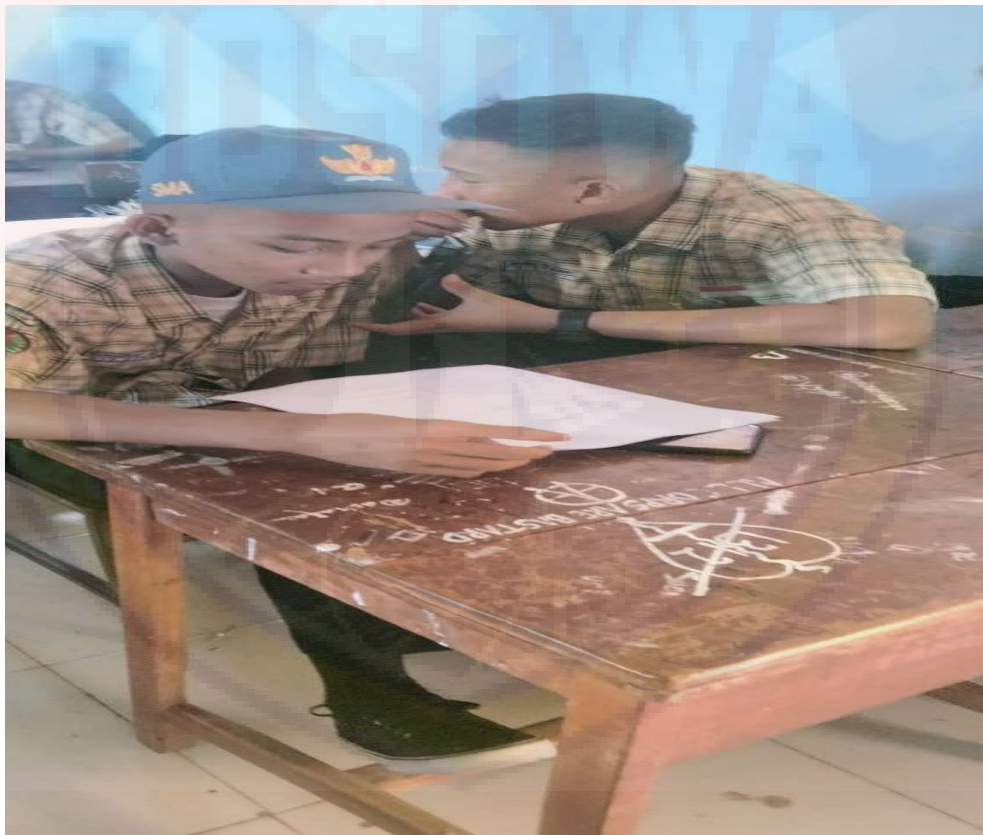
Picture 7: The students were doing the post-test

Appendix 6 Students Name

No	Name	Gender
1	Agusrianti Maharani	F
2	Alya Oktavini Ramadhani	F
3	Andi Fachrizal Fahlevi	M
4	Amelia	F
5	A.M. Resky Anugra	M
6	Citra	F
7	Jonatan Emanuel Dala Senda	M
8	Muhammad Aditya	M
9	Muhammad Saiful Arun	M
10	Muhammad Nurhidayat Amin	M
11	Musdalifah Hamjah	F
13	Mutia Nur Aini R.S	F
13	Natasya Jelita Fitrah Aurelia	F
14	Nurul Afifah Eka Safitri	F
15	Nur Rahmah	F
16	Ramadhan Rezky Iswanto	M
17	Sitti Fathira Hatta	F
18	Suci Ramadhani Abidin	F
19	Orisa Zativa	F
20	Ivan Afriawan	M

Appendix 7 The script of students pronunciation in pre-test and post-test

1. Pre-test

- The highest score

AFF: Hai, wat ar yu duing? (Hai, /ˌwɒt ˈtaɪlə(r)/ ar yu duing?)

JED: ayem duing mai asigmen (ayem duing mai asigmen)

AFF: hev yu hirs ebaout de ruls dets wil bi aplaid in awe in awer skul?(hev yu hirs ebaout /diː/ ruls dets wil /baɪ/ aplaid ɪn ɔː ɪn awer skul?)

JED: no ayem not wat ruls it dat?(no ayem nɒt /ˌwɒt/ ruls ɪt /dæt/)

AFF: de ruls ebat awer skul wil wil eplaiful dei skul so wat yur opinion e ebat de? (/diː/ ruls ebat awer skul wil wil eplaiful dei skul səʊ /ˌwɒt ˈtaɪlə(r)/ yur əˈpɪnjən iː ebat /diː/?)

JED: I ting its gud for us wi ken mer andersten ebout de leson material. besids wi ken yu ar homework a de skul en wi ken sus wit wit ower ticer. (aɪ tɪŋ its gud fə(r) əs /ˌdʌblju: ˈaɪ/ ken mer andersten ebout /diː/ leson məˈtɪəriəl besids /ˌdʌblju: ˈaɪ/ ken yu ar ˈhəʊmwɜːk ə /diː/ skul en /ˌdʌblju: ˈaɪ/ ken sʌs wɪt wɪt ower ticer.)

AFF: I ting wi wil fil taired and wi wi wil difikalt hev konsentresyen. Wi kennot andersten the material. Hau du yu fil ebaudid? (aɪ tɪŋ /ˌdʌblju: ˈaɪ/ wil fil taired ənd /ˌdʌblju: ˈaɪ/ /ˌdʌblju: ˈaɪ/ /ˌdʌblju: ˈaɪ/ wil difikalt hev konsentresyen. Wi kennot andersten ðə məˈtɪəriəl Hau du yu fil ebaudid?)

JED: em not syur aef de ticer ken brikles situesyen mor funen giving en de sig esigtion e esikting ektivis. (em nɒt syur aef /diː/ ticer ken brikles situesyen /ˌem əʊ ˈɑː(r)/ funen ˈgɪvɪŋ en /diː/ sig esigtion iː esikting ektivis.)

AFF: dets e gud opinion bat wi wil bord bikes wis pen awer taim et de skul for e long dei. (dets iː gud əˈpɪnjən bæt /ˌdʌblju: ˈaɪ/ wil bord baik wis pen awer taim /ˌiː ˈtiː/ /diː/ skul fə(r) iː lɒŋ dei.)

JED: no it wil bi fungoin de apa ekstrakurikuler aktivi en wi ken enjoy oer taim awer skul. (nəʊ ɪt wil /baɪ/ fungoin /diː/ apa ekstrakurikuler aktivi en /ˌdʌblju: ˈaɪ/ ken ɪnˈdʒɔɪ oer taim awer skul.)

AFF: ia si wat du yu min bat wi don hev ani taim tu help ower perens after wi bek tu hom bikes wi art aired en tek e res. (ia ˌesˈaɪ /ˌwɒt ˈtaɪlə(r)/ du yu min bæt /ˌdʌblju: ˈaɪ/ dɒn hev ˈeinəs taim tu help ower perens ˈɑːftə(r) /ˌdʌblju: ˈaɪ/ bek tu hom baik /ˌdʌblju: ˈaɪ/ ɑːt eə en tek iː res.)

JED: ai rekon dat wi hev tu des tu dei at de wiken tu spin oer taim wit ur pares en femili. (/ˌeɪ ˈaɪ/ rekon /dæt/ /ˌdʌblju: ˈaɪ/ hev tu ˌdi: i: ˈes: tu dei ət /di:/ wiken tu spɪn oer taim wɪt /ʊə(r)/ peə en femili.)

AFF: tu bi hanes de ar edventej en diseventej from de ruls ebat ful dei skul. (: tu /baɪ/ hanes /di:/ ar edventej en diseventej frəm /di:/ ruls ebat /fl/ dei skul.)

JED: yor opinion is totali ti koren. (yor ə'pɪnjən ɪz totali ti: koren)

- The middle score

SFH: hai, wat a yu duing? (hai, /ˌwɒt ə/ yu duing?)

SRA: em duing mai asigmen (em duing mai asigmen)

SFH: hev yu hers ebaut de rules the wil bi eplaid in ou skul? (hev yu hɜːz ebaut /di:/ 'ruːlz ðə wil /baɪ/ eplaid ɪn ˌou 'ju: skul?)

SRA: no, am not. Wat rules wud is dat? (nəʊ ˌeɪ'em nɒt /ˌwɒt 'ruːlz wud ɪz /dæt/)

SFH: de rulis ebaut awer skul wil apli ful dei skuls. So wat yur opinion ebaut det? (/di:/ rulis ebaut awer skul wil apli /fl/ dei skuls. səʊ /ˌwɒt 'taɪlə(r)/ yur ə'pɪnjən ebaut det?)

SRA: I ting its gus for yus wi ken mor undertan about de leson material. Bisids wi ken du yur homework at de skul an we ken dikuis it wait awer ticer. (: aɪ tɪŋ ɪts /gʌs/ fə(r) yus /ˌdʌblju: ˈaɪ/ ken /ˌem əʊ ˈɑː(r)/ undertan ə'baʊt /di:/ leson mə'tɪəriəl Bisids /ˌdʌblju: ˈaɪ/ ken du yur 'həʊmwɜːk ət /di:/ skul ən wi ken dikuis ɪt weɪt awer ticer.)

SFH: I ting wi wil wi ai ting wi wil filt traired en wi wil difkut tu houv tu hev kontresyen wi ken andesten de material. Hou du yu fil aboudid? (aɪ tɪŋ /ˌdʌblju: ˈaɪ/ wil /ˌdʌblju: ˈaɪ/ /ˌeɪ ˈaɪ/ tɪŋ /ˌdʌblju: ˈaɪ/ wil filt traired en /ˌdʌblju: ˈaɪ/ wil difkut tu houv tu hev kontresyen /ˌdʌblju: ˈaɪ/ ken andesten /di:/ mə'tɪəriəl Hou du yu fil aboudid?)

SRA: am no syur. It if de ticer ken bring klastudion studion mor fun en giving dem de eksting ekstivitis. (ˌeɪ'em nəʊ syur. ɪt ɪf /di:/ ticer ken brɪŋ klastudion studion /ˌem əʊ ˈɑː(r)/ fʌn en 'gɪvɪŋ dem /di:/ eksting ekstivitis)

SFH: dets a gud opinion bat wi wer bored bikaus wis pen our taim at de skul for a long dei. (dets ə gud ə'pɪnjən bæt /ˌdʌblju: ˈaɪ/ wer bɔːd bikaus wis pen 'aʊə(r) taim ət /di:/ skul fə(r) ə lɒŋ dei.)

SRA: no, it wil bi fun if we join de ekstrakurikuler aktiviti en wi ken enjoi ong our taim at skul. (nəʊ ɪt wil /baɪ/ fʌn ɪf wi dʒɔɪn /di:/ ekstrakurikuler aktiviti en /ˌdʌblju: 'aɪ/ ken enjoi ong 'aʊə(r) taim ət skul)

SFH: asi ai si wat du yu min bat wi dui wi don hev ani taime tu help aur pens after wi bek tu houm bikaus wi ar taiyerd en wi wilt ek e riset. (asi /ˌeɪ 'aɪ/ ˌes'aɪ /ˌwɒt 'taɪlə(r)/ du yu min bæt /ˌdʌblju: 'aɪ/ /ˌdi: ju: 'aɪ/ /ˌdʌblju: 'aɪ/ dɒn hev 'einəs taime tu help aur penz 'ɑːftə(r) /ˌdʌblju: 'aɪ/ bek tu houm bikaus /ˌdʌblju: 'aɪ/ ar taiyerd en /ˌdʌblju: 'aɪ/ wɪlt ek i: riset.)

SRA: ai rekon de wi haev tu dais at de wiken tu spin aur taim wit yur paer paren en famili. (/ˌeɪ 'aɪ/ rekon /di:/ /ˌdʌblju: 'aɪ/ haev tu 'deɪɪs ət /di:/ wiken tu spɪn aur taim wɪt yur paer paren en famili.)

SFH: tu bi hones der ar adventeg en diseventej from de roles ebaut ful dei skul. (tu /baɪ/ houn der ar adventeg en diseventej frəm /di:/ 'rəʊlz ebaut /fl/ dei skul.)

SRA: yur opion is totali korek. (yur opion ɪz totali korek.)

- The lowest score

MNR: hai wa ar yu duing? (/haɪ/ wa ar yu duing?)

AOR: Am duing mai esaimen. (ˌeɪ'em duing mai esaimen.)

MNR: Heiv wil e hai fil ha ebes de rules de wi bei wil bi i ier in awer skul? (Heiv wil i: /haɪ/ fil hɑ: ebes /di:/ 'ru:lz /di:/ /ˌdʌblju: 'aɪ/ bei wil /baɪ/ aɪ ier ɪn awer skul?)

AOR: no, ayem not. Wat ruls is det? (nəʊ ayem nɒt /ˌwɒt 'taɪlə(r)/ ruls ɪz det?)

MNR: de rules ebout skul wil e epllai ful de skul sowat yur opinion ebout ebut de? (/di:/ 'ru:lz ebout skul wil i: epllai /fl/ /di:/ skul sowat yur ə'pɪnjən ebout ebut /di:/)

AOR: I ting its gud for as. Wi ken mor anderstend wa de leson material. Bisaids wi ken du awer homwerk et de skul en wi ken diskes diskas it wit awer ticer. (aɪ tɪŋ ɪts gud fə(r) əz Wi ken /ˌem əʊ 'ɑ:(r)/ anderstend wa /di:/ leson mə'tɪəriəl Bisaids /ˌdʌblju: 'aɪ/ ken du awer homwerk /ˌi: 'ti:/ /di:/ skul en /ˌdʌblju: 'aɪ/ ken diskes diskas ɪt wɪt awer ticer.)

MNR: ai dits wel wil wer bi wil dif yu hau konkrietin wit wit kano s de stot matial ot du yu tu fel about yu? (/ˌeɪ 'aɪ/ dits wel wil wer /baɪ/ wil dif yu hau

konkrietin wɪt wɪt kano es /diː/ stɔt matial ou ti du yu tu fel ə'baʊt yu?)

AOR: ayem not syur if de ticer ken bring klas situesyen more fan en giving dem de eksaiting ektivitis. (ayem nɒt syur ɪf /diː/ ticer ken brɪŋ klas situesyen mɔː(r) fæn en 'gɪvɪŋ dem /diː/ eksaiting ektivitis)

MNR: e teks teks e gud nit animiton but mor bord bikaus wespaudo em tim taim at di skul for long day. (iː teks teks iː gud nɪt animiton bət /ˌem əʊ 'ɑː(r)/ bord bikaus wespaudo em /tɪm/ taim ət di skul fə(r) lɒŋ deɪ.)

AOR: no. it wil bi fan if wi join de ekstrakulikuler ektiviti en wi ken enjoi our stai awer taim it et skul. (nəʊ ɪt wil bi fæn ɪf wi dʒɔɪn de ekstrakulikuler ektiviti en wi ken enjoi 'aʊə(r) stai awer taim ɪt et skul.)

MNR: esaweis du yu mean dud wei in duyu efe ais tim tu olfi em aicam hel or pares stey after wem baks tu homed bai bikaus wer ar yu wi tai al wilt ek it re. (esaweis du yu miːn dʌd wei ɪn duyu efe ais tim tu olfi em aicam hel ɔː(r) peə stey 'ɑːftə(r) wem baks tu houm bai bikaus wer ar yu wi tai al wɪlt ek ɪt reɪ)

AOR: ai rikon det wi hev tu deis et de wiken to spen awer taim wit awer perens en femeli. (ai rikon det wi hev tu deis et de wiken tə spen awer taim wɪt awer perens en femeli.)

MNR: wi tu tu apa bi hanes de awer table wat e di adisavetes from de rules ebot ful dei skul. (wi tu tu apa bi hanes de awer 'teɪbl wat iː di adisavetes frəm de 'ruːlz ebot ful dei skul.)

AOR: yur opinion is totali korekt. (yur ə'pɪnjən ɪz totali korekt.)

2. Post test

- The highest score

AFF: hai wat ar yu duin? (/haɪ/ /ˌwɒt 'taɪlə(r)/ ar yu duin?)

JED: em doing mei asikmen. (em 'duːɪŋ mei asikmen.)

AFF: hev yu hirs abaut de ruls det wil eplaid in awer skul? (hev yu hirs abaut /diː/ ruls det wil eplaid ɪn awer skul)

JED: no. ayem not. Wat ruls is dat? (nəʊ ayem nɒt /ˌwɒt 'taɪlə(r)/ ruls ɪz /dæt/)

- The middle score

SFH: hai, wat a yu duing? (hai, /ˌwɒt ə yu duing?)

SRA: em duing em esaimen. (em duing em esaimen.)

SFH: hev yu hirs ebaut de ruls de wil bi eplaid in awer skul? (hev yu hirs ebaut /diː/ ruls /diː/ wil /baɪ/ eplaid ɪn awer skul?)

SRA: no, am not. Wat ruls is det? (nəʊ ˌeɪˈem nɒt /ˌwɒt ruls ɪz det?)

SFH: de ruls ebaut awer skul wil eplai ful dei skul. So, wat yor opinion ebaut det? (/diː/ ruls ebaut awer skul wil eplai /fl/ dei skul. səʊ /ˌwɒt ˈtaɪlə(r)/ yor əˈpɪnjən ebaut det?)

SRA: I ting its gud for as. Wi ken mor andersten abaut de lessen material. Bisais, wi ken du awer homework et de skul en wi ken dikes it wit awer ticer. (aɪ tɪŋ ɪts gud fə(r) əz Wi ken /em əʊ ˈɑː(r)/ andersten abaut de ˈlesn məˈtɪərɪəl Bɪsais, /ˌdʌbljuː ˈaɪ/ ken du awer ˈhəʊmwɜːk /ˌiː ˈtiː/ de skul en wi ken daik ɪt wɪt awer ticer.)

SFH: ai ting wi wil fil taird en wi wil difikalt tu hen konsentresyen. Wi ken not andersten de material. Hau du yu fil eboudid?. (aɪ tɪŋ wi wil fil taird en wi wil difikalt tu hen konsentresyen. Wi ken nɒt andersten de məˈtɪərɪəl Hau du yu fil eboudid?)

SRA: ai em not syur if de ticer ken bri klas sisyen mor fun en giving dem di iskiting ektivitis. (aɪ em nɒt syur ɪf de ticer ken bri klas sisyen mor fʌn en ˈgɪvɪŋ dem di iskiting ektivitis.)

SFH: dets e gud opinion bat wi wil bord bikes we hev awer taim et de skul for e leng dei long dai. (dets iː gud əˈpɪnjən bæt wi wil bord baik wi hev awer taim et de skul fə(r) iː leng dei lɒŋ dai.)

SRA: no, it wil bi fun if wi join ekstrakurikuler ektiviti en wi ken enjoi e wert aim it skul. (nəʊ ɪt wil bi fʌn ɪf wi dʒɔɪn ekstrakurikuler ektiviti en wi ken enjoi iː wəːt eɪm ɪt skul.)

SFH: ai si wat du yu mean, bat wi don hev taim tu help awer perents after wi bek to home bikauses a sas in wi wil teik e riset. (aɪ ˌesˈaɪ wat du yu miːn bæt wi dɒn hev taim tu help awer perents ˈɑːftə(r) wi bek tə həʊm bikauses ə ˌeseɪˈes ɪn wi wil teik iː riset.)

SRA: ai riken det wi hev tu deis it di wiken tu spen awer taim wit awer prens en famili. (aɪ riken det wi hev tu deis ɪt di wiken tu spen awer taim wɪt awer prens en famili.)

SFH: tu bi hanes der ar edventeijis en disedventeijis from de ruls ebout ful dei skul. (tu bi hanes der ar edventeijis en disedventeijis frəm de ruls ebout ful dei skul.)

SRA: yur apinion is totali rekert. (yur apinion ɪz totali rekert.)

- The lowest score

MNR: hai, wat ar yu duing? (hai, /ˌwɒt ar yu duing?)

AOR: am duing mai esaimen. (ˌeɪ'em duing mai esaimen.)

MNR: her yu in ebaut de ruld det wil bi enlait eplai in awer skul? (hə(r) yu ɪn ebaut /diː/ ruld det wil /baɪ/ enlait eplai ɪn awer skul?)

AOR: no, am not. Wat ruls is det? (nəʊ ˌeɪ'em nɒt /ˌwɒt ruls ɪz det)

MNR: de rul ebaut awer skul wil eplai ful dei skul. So, wat yur opinion ebaut det? (/diː/ rul ebaut awer skul wil eplai /fl/ dei skul. səʊ /ˌwɒt ˈtaɪlə(r)/ yur ə'pɪnjən ebaut det?)

AOR: ai thing its gud for as. Wi ken more andersten about de lessen material. Bisaids wi ken du awer homework et de skul en wi ken diskas it wit awer ticer. (: /ˌeɪ 'aɪ/ θɪŋ ɪts gud fə(r) əz Wi ken mɔː(r) andersten ə'baut /diː/ 'lesn mə'tɪərɪəl Bisaids /ˌdʌblju: 'aɪ/ ken du awer 'həʊmwɜːk /ˌiː 'tiː/ /diː/ skul en /ˌdʌblju: 'aɪ/ ken diskas ɪt wɪt awer ticer.)

MNR: I tin wi wil tairin en wi wil bi difikat tu tu heig tu vei konsetresyen. We ken not andersten den material. Hau duty u fil ebaout it? (aɪ tɪn /ˌdʌblju: 'aɪ/ wil tairin en /ˌdʌblju: 'aɪ/ wil /baɪ/ difikat tu tu heig tu vei konsetresyen. wi ken nɒt andersten den mə'tɪərɪəl Hau 'djuːti ju: fil ebaout ɪt?)

AOR: ai em not syur if de ticer ken bring de klas situesyen mor fan en giving dem de iks iksaiting ektivitis. (/ˌeɪ 'aɪ/ em nɒt syur ɪf /diː/ ticer ken brɪŋ /diː/ klas situesyen /ˌem əʊ 'ɑː(r)/ fæn en 'gɪvɪŋ dem /diː/ iks iksaiting ektivitis.)

MNR: des ei go oplon bai wil wer bou ri is wel spen awer laim a di skul for ei ispegei. (di: iː 'es: /ˌiː 'aɪ/ gəʊ oplon bai wil wer bou ˌɑːr 'aɪ ɪz wel spen awer laim ə /diː 'aɪ/ skul fə(r) /ˌiː 'aɪ/ ispegei.)

AOR: no, it wil bi fun if wi join de ektrakurikuler ektiviti en wi ken enjoi awer taim at skul. (nəʊ ɪt wil /baɪ/ fʌn ɪf /ˌdʌblju: 'aɪ/ dʒɔɪn /diː/ ektrakurikuler ektiviti en /ˌdʌblju: 'aɪ/ ken enjoi awer taim ət skul.)

MNR: al al es e wat du au wat du yu mel bai dui emtel temtul eleven in awer presen after wil bek tu hom blek wel ambar el wil bek epres. (/æl/ /æl/ iː iː /ˌwɒt

ˈtaɪlə(r)/ du /ˌeɪ ˈjuː/ /ˌwɒt ˈtaɪlə(r)/ du yu /mel/ bai /ˌdiː juː ˈaɪ/ emtel temtul ɪˈlevn ɪn awer presen ˈɑːftə(r) wil bek tu hom blek wel ambar el wil bek epres.)

AOR: I reken det wi hev tu des et de wiken tu spen awer taim wit awer perents en femeli. (aɪ reken det /ˌdʌbljuː ˈaɪ/ hev tu ˌdiː iː ˈes: /ˌiː ˈtiː/ /diː/ wiken tu spen awer taim wɪt awer perents en femeli.)

MNR: tu bi hanet dei ar adestijes en disveteijes from de rul abe ebaut ful dei skul. (u /baɪ/ hanet dei ar adestijes en disveteijes frəm /diː/ rul /eɪb/ ebaut /fl/ dei skul.)

AOR: yur opinion is totally korekt. (yur əˈpɪnjən ɪz ˈtəʊtəli korekt.)
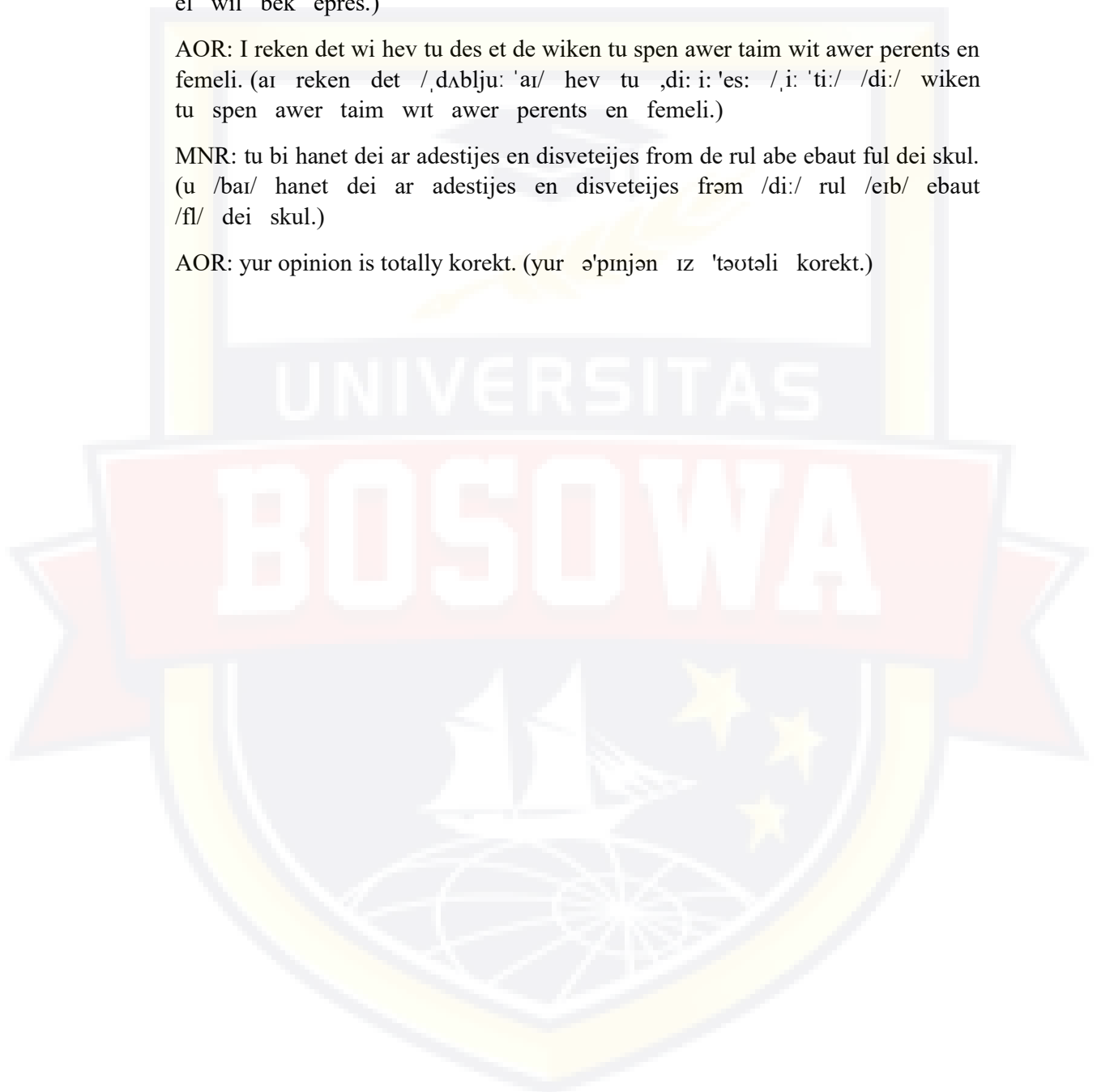
Appendix 8 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

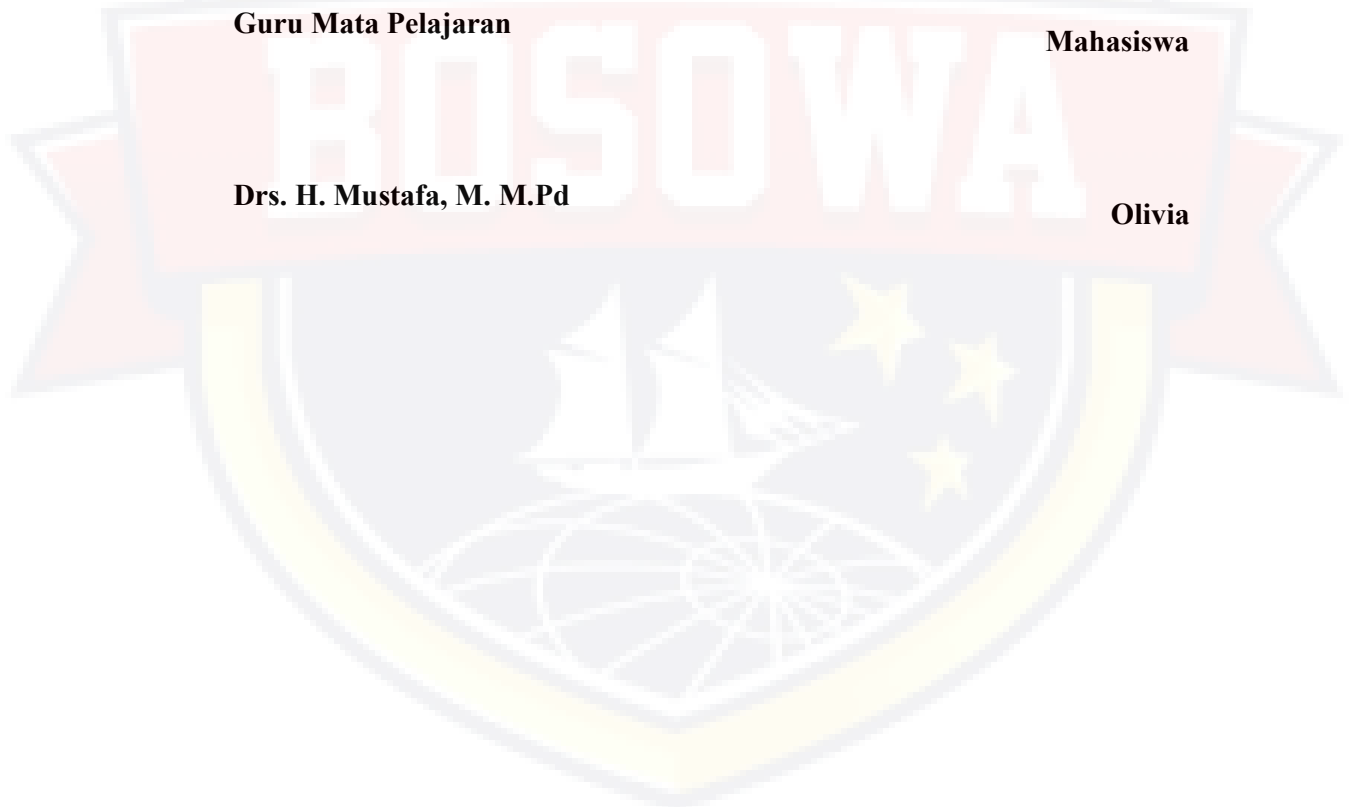| Nama Sekolah: SMA Negeri 18 Makassar		Kelas: XI
Mata Pelajaran: Bahasa Inggris		Alokasi Waktu: 2 x 40 menit
Materi	:	Asking and Giving Opinion

1	Standar kompetensi	Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari
2	Kompetensi dasar	Merespon makna dalam peercakapan transaksional (to get thinks done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat
3	Indikator	Mempraktekkan dialog
4	Materi pembelajaran	Asking and giving opinion
5	Sumber belajar	Guru, buku, dan internet,
6. Langkah-langkah pembelajaran		
Pendahuluan (10 menit)		1. Mengucapkan salam, menyapa, berdoa dan menanyakan kabar peserta didik. 2. Guru mengecek kehadiran peserta didik. 3. Guru menyampaikan manfaat dan tujuan pembelajaran tentang topik yang akan diajarkan.
Kegiatan inti (60 menit)		4. Guru mengajukan pertanyaan yang berkaitan dengan pengetahuan awal peserta didik dengan materi yang akan dipelajari. 5. Guru menyampaikan materi yang akan dipelajari. 6. Guru memberikan tugas merekam suara (pre-test) tentang percakapan materi asking and giving opinion. Pre-test diberikan untuk mengetahui kemampuan awal peserta didik. 7. Peserta didik merekam suara berdasarkan naskah yang dibuat guru. Dalam proses merekam suara, dilakukan secara berpasangan. 8. Peserta didik mengumpulkan hasil rekaman suaran dalam bentuk audio.

	9. Melibatkan peserta didik berperan aktif dalam setiap kegiatan pembelajaran.
Kegiatan akhir (10 menit)	10. Guru memberikan ulasan dan penjelasan tentang materi yang telah dipelajari.
	11. Guru memberi kesempatan untuk bertanya tentang materi yang siswa anggap kurang jelas.
	12. Guru menutup pembelajaran dengan menunjuk salah seorang siswa untuk berdoa dan mengakhiri pembelajaran dengan mengucapkan salam.
7. Proses penilaian dilakukan selama proses berlangsung	

Makassar,   2022

Mengetahui

Guru Mata Pelajaran

Mahasiswa

Drs. H. Mustafa, M. M.Pd

Olivia

RENCANA PELAKSANAAN PEMBELAJARAN

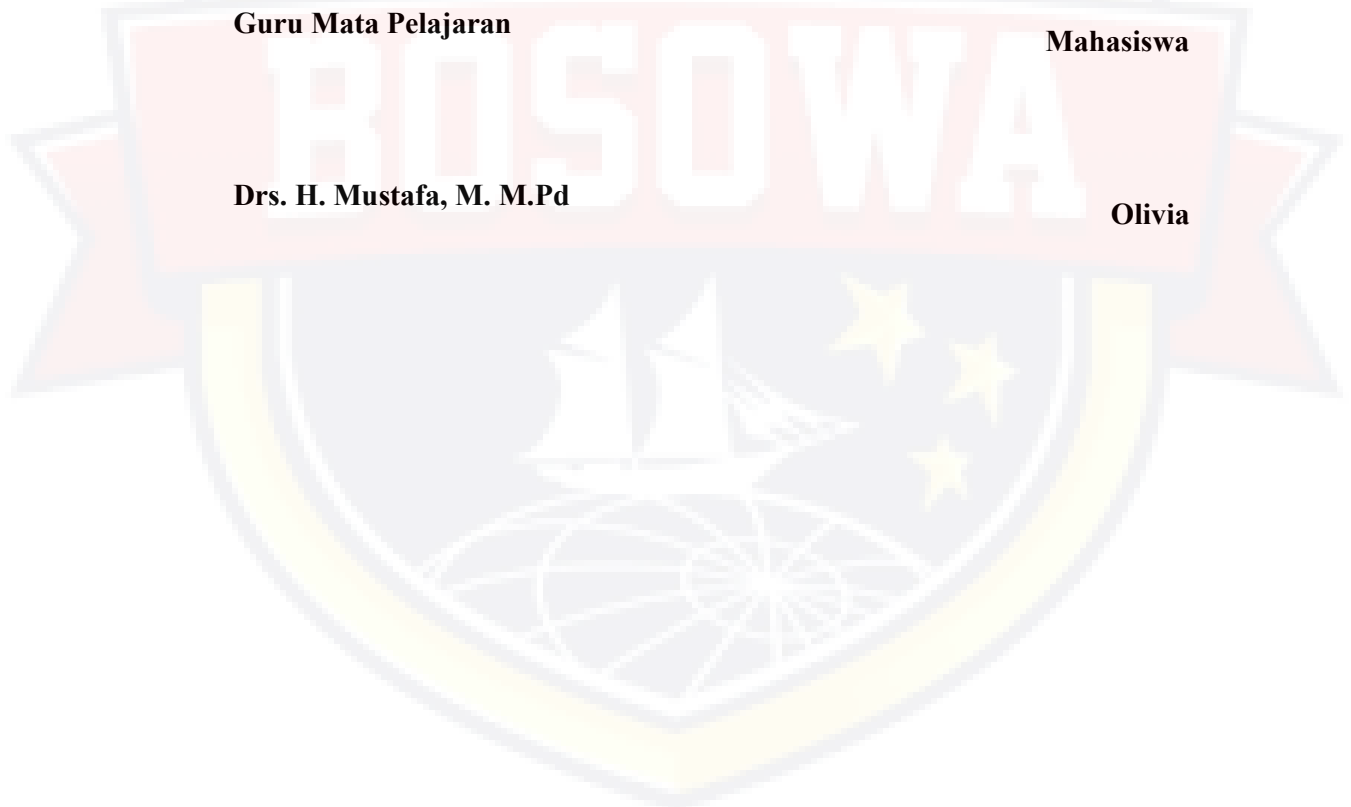| Nama Sekolah: SMA Negeri 18 Makassar	Kelas: XI	
Mata Pelajaran: Bahasa Inggris	Alokasi Waktu: 2 x 40 menit	
Materi	:	Asking and Giving Opinion

1	Standar kompetensi	Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari
2	Kompetensi dasar	Merespon makna dalam peercakapan transaksional (to get thinks done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat
3	Indikator	Membuat dan mempraktekkan dialog
4	Materi pembelajaran	Asking and giving opinion
5	Sumber belajar	Guru, buku, dan internet.
6. Langkah-langkah pembelajaran		
Pendahuluan (10 menit)	1. Mengucapkan salam, menyapa, berdoa dan menanyakan kabar peserta didik. 2. Guru mengecek kehadiran peserta didik. 3. Guru menyampaikan manfaat dan tujuan pembelajaran tentang topik yang akan diajarkan.	
Kegiatan inti (60 menit)	4. Guru mengajukan pertanyaan yang berkaitan dengan pengetahuan awal peserta didik dengan materi yang akan dipelajari. 5. Guru menyampaikan materi yang akan dipelajari. 6. Guru memberikan materi tentang asking and giving opinion. 7. Peserta didik mengerjakan tugas untuk membuat sebuah percakapan asking and giving opinion. Tema dari tugas yang akan dibuat adalah asking and giving opinin tentang peraturan yang ada di sekolah. 8. Peserta didik mengumpulkan tugas yang telah dikerjakan. 9. Peserta didik memahami materi asking and giving opinion.	

	10. Melibatkan peserta didik berperan aktif dalam setiap kegiatan pembelajaran.
Kegiatan akhir (10 menit)	11. Guru memberikan ulasan dan penjelasan tentang materi yang telah dipelajari.
	12. Guru memberi kesempatan untuk bertanya tentang materi yang siswa anggap kurang jelas.
	13. Guru menutup pembelajaran dengan menunjuk salah seorang siswa untuk berdoa dan mengakhiri pembelajaran dengan mengucapkan salam.
7. Proses penilaian dilakukan selama proses berlangsung	

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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah: SMA Negeri 18 Makassar	Kelas: XI	
Mata Pelajaran: Bahasa Inggris	Alokasi Waktu: 2 x 40 menit	
Materi	:	Asking and Giving Opinion

1	Standar kompetensi	Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari
2	Kompetensi dasar	Merespon makna dalam peercakapan transaksional (to get thinks done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat
3	Indikator	Membuat dan mempraktekkan dialog
4	Materi pembelajaran	Asking and giving opinion
5	Sumber belajar	Guru, buku, internet, dan aplikasi.
6. Langkah-langkah pembelajaran		
Pendahuluan (10 menit)	1. Mengucapkan salam, menyapa, berdoa dan menanyakan kabar peserta didik. 2. Guru mengecek kehadiran peserta didik. 3. Guru menyampaikan manfaat dan tujuan pembelajaran tentang topik yang akan diajarkan.	
Kegiatan inti (60 menit)	4. Guru mengajukan pertanyaan yang berkaitan dengan pengetahuan awal peserta didik dengan materi yang akan dipelajari. 5. Guru menyampaikan materi yang akan dipelajari. 6. Guru menjelaskan tentang aplikasi 'English Speaking Practice' dan cara penggunaan aplikasi, dimana aplikasi ini memuat materi asking and giving opinion. 7. Peserta didik menggunakan aplikasi 'English Speaking Practice. 8. Peserta didik diberi tugas untuk merekam suara berpasangan dengan *native speaker* menggunakan aplikasi tersebut.	

	9. Peserta didik mengumpulkan tugas yang telah dikerjakan dalam bentuk audio.
	10. Peserta didik memahami penggunaan aplikasi 'English Speaking Practice'.
	11. Melibatkan peserta didik berperan aktif dalam setiap kegiatan pembelajaran.
Kegiatan akhir (10 menit)	12. Guru memberikan ulasan dan penjelasan tentang materi yang telah dipelajari.
	13. Guru memberi kesempatan untuk bertanya tentang materi yang siswa anggap kurang jelas.
	14. Guru menutup pembelajaran dengan menunjuk salah seorang siswa untuk berdoa dan mengakhiri pembelajaran dengan mengucapkan salam.
7. Proses penilaian dilakukan selama proses berlangsung	

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RENCANA PELAKSANAAN PEMBELAJARAN

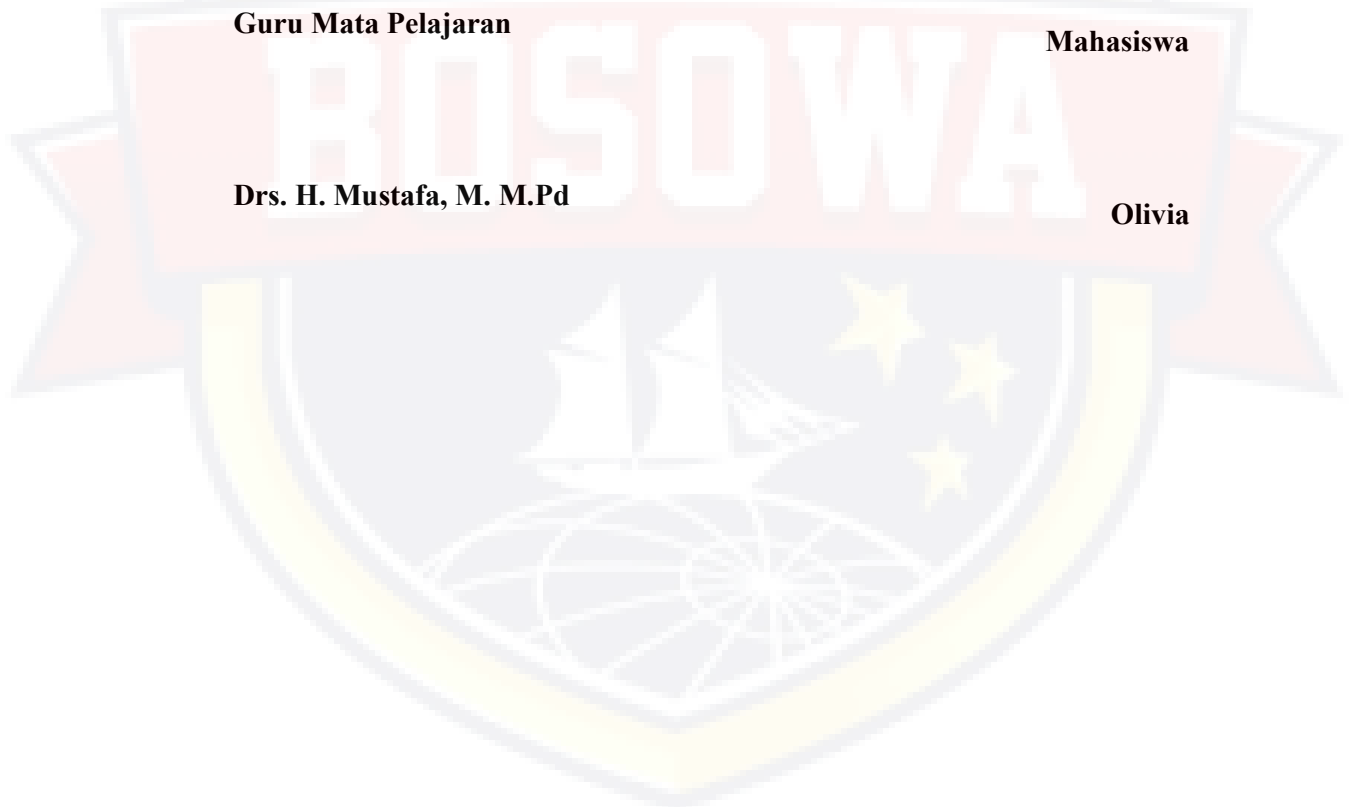| Nama Sekolah: SMA Negeri 18 Makassar	Kelas: XI
Mata Pelajaran: Bahasa Inggris	Alokasi Waktu: 2 x 40 menit
Materi	**:** **Asking and Giving Opinion**

1	**Standar kompetensi**	Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari
2	**Kompetensi dasar**	Merespon makna dalam peercakapan transaksional (to get thinks done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat
3	**Indikator**	Mempraktekkan dialog
4	**Materi pembelajaran**	Asking and giving opinion
5	**Sumber belajar**	Guru, buku, dan internet.
6. Langkah-langkah pembelajaran		
Pendahuluan (10 menit)		1. Mengucapkan salam, menyapa, berdoa dan menanyakan kabar peserta didik. 2. Guru mengecek kehadiran peserta didik. 3. Guru menyampaikan manfaat dan tujuan pembelajaran tentang topik yang akan diajarkan.
Kegiatan inti (60 menit)		4. Guru mengajukan pertanyaan yang berkaitan dengan pengetahuan awal peserta didik dengan materi yang akan dipelajari. 5. Guru menyampaikan materi yang akan dipelajari. 6. Guru memberikan tugas merekam suara (post-test) tentang percakapan materi asking and giving opinion. Post-test diberikan untuk mengetahui kemampuan peserta didik setelah diberikan treatment. 7. Peserta didik merekam suara berdasarkan naskah yang dibuat guru. Dalam proses merekam suara, dilakukan secara berpasangan. 8. Peserta didik mengumpulkan hasil rekaman suaran dalam bentuk audio.

	9. Melibatkan peserta didik berperan aktif dalam setiap kegiatan pembelajaran.
Kegiatan akhir (10 menit)	10. Guru memberikan ulasan dan penjelasan tentang materi yang telah dipelajari.
	11. Guru memberi kesempatan untuk bertanya tentang materi yang siswa anggap kurang jelas.
	12. Guru menutup pembelajaran dengan menunjuk salah seorang siswa untuk berdoa dan mengakhiri pembelajaran dengan mengucapkan salam.

7. Proses penilaian dilakukan selama proses berlangsung

Makassar,   2022

Mengetahui

Guru Mata Pelajaran

Mahasiswa

Drs. H. Mustafa, M. M.Pd

Olivia

BIOGRAPHY

OLIVIA was born in Tadisi, on February 17th 2001, from the marriage of her parents, Markus Balusu and Ratu S. She is the third of 4 siblings. She has 2 older brother and 1 younger sister. She started her education at SD Negeri 008 Bussu in 2006 and graduated in 2012. She continued her study for junior high school at SMP Negeri 1 Sumarorong in 2012 and finished in 2015. In the same year, she continued her study at SMA Negeri 1 Sumarorong and graduated in 2018. After graduating from senior high school, she decided to complete her study to English Education Study Program in Faculty of Teacher Training and Education of Universitas Bosowa Makassar in 2018. She was active in organization involves HIMAPBING UNIBOS (Himpunan Mahasiswa Pendidikan Bahasa Inggris Universitas Bosowa) and IPPMN (Ikatan Pemuda dan Pelajar Mahasiswa Nosu). HIMAPBING is an organization of Bosowa University which is attended by the students from English Study Program. IPPMN is an organization from the region, namely an organization from Nosu, Sumarorong sub-disrtict. In 2019-2021, she was the committee on the English Camp activities. In same year, she also became committee in several events held by IPPMN. She graduated in 2022.