

**THE USE OF SPEECHWAY APPLICATION TO INCREASE
STUDENTS' SPEAKING SKILLS IN THE 2ND SEMESTER
OF ENGLISH EDUCATION DEPARTMENT AT STATE
ISLAMIC INSTITUTE OF PALOPO**

A Thesis

*Submitted to the English Education Department Tarbiyah and Teacher Training
Faculty State Islamic Institute of Palopo in Partial Fulfillment of the Requirement
for S.Pd. Degree in English Education*



Composed by:

Sri Rahmiaty Sompa

18 0202 0170

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

2022

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IAIN PALOPO

Composed by:

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

2022

NOTA DINAS PEMBIMBING

Palopo, 23 Juni 2022

Lampiran :-

Hal : Skripsi

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Palopo

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

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

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

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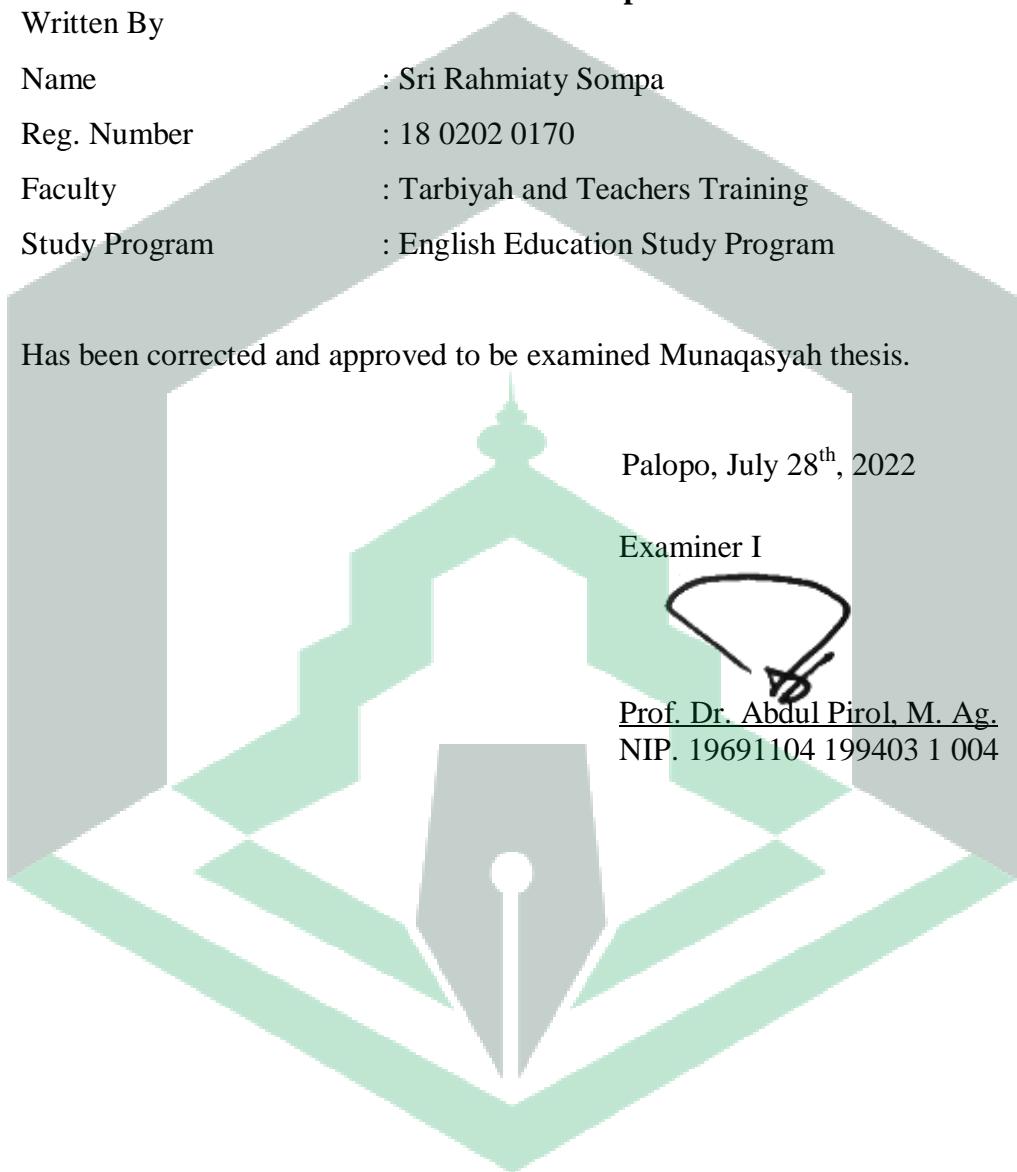
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Study Program	: English Education Study Program

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Assalamu 'alaikum wr. wb.

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Judul Skripsi : The Use of SpeechWay Application to Increase Students' Speaking Skills in the 2nd Semester of English Education Department at State Islamic Institute of Palopo

maka naskah skripsi tersebut dinyatakan sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian munaqasyah.

Demikian untuk diproses selanjutnya.

wassalamu 'alaikum wr. wb.

Prof. Dr. Abdul Pirol, M. Ag.

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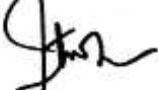
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HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul *The Use of SpeechWay Application to Increase Students' Speaking Skills in the 2nd Semester of English Education Department at State Islamic Institute of Palopo* yang ditulis oleh Sri Rahmiaty Sompah, Nomor Induk Mahasiswa (NIM) 18 0202 0170, mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Selasa, 05 Juli 2022 telah diperbaiki sesuai catatan dan permintaan Tim Pengujian, dan dinyatakan layak untuk diajukan pada sidang ujian *munaqasyah*.

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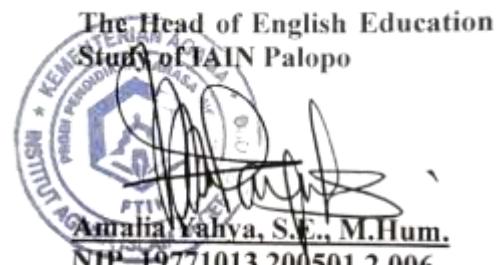
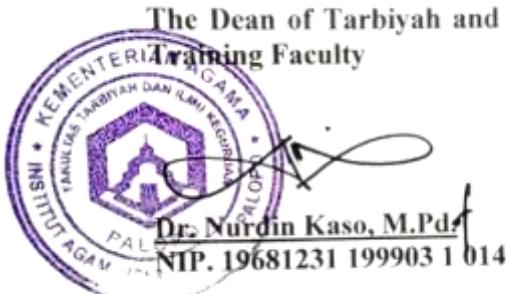
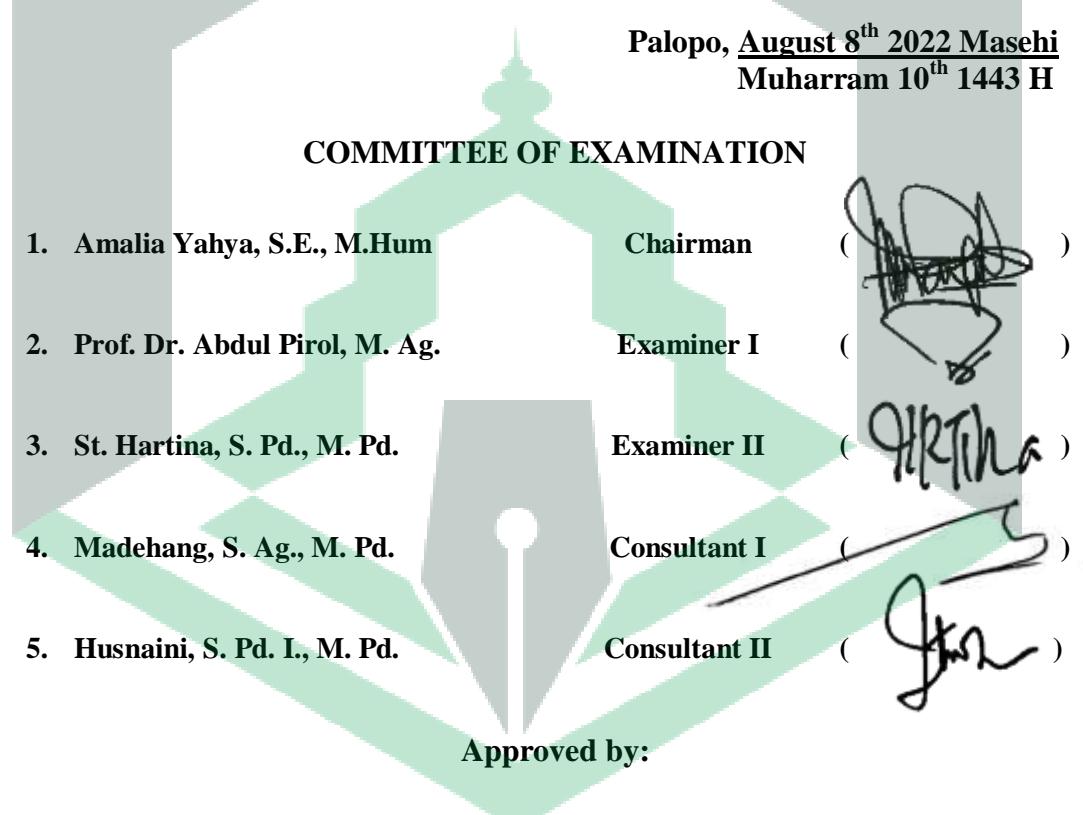
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THESIS APPROVAL

This thesis, entitled "**The Use of SpeechWay Application to Increase Students' Speaking Skills in the 2nd Semester of English Education Department at State Islamic Institute of Palopo**" written by **Sri Rahmiaty Sompa, Reg. Number 18 0202 0170**, English Education Study Program of Tarbiyah and Teaching Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **Munaqasyah** session which is carried out on **August 5th 2022 M**, coincided with **Muharram 7th 1444 H**. It is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.



STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Sri Rahmiaty Sampa

Registration Number : 18 0202 0170

Faculty : English Language Education Study Program

Study Program : Tarbiyah and Teacher Training

Stating exactly that:

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

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 8th August 2022
Regards,




Sri Rahmiaty Sampa
18 0202 0170

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

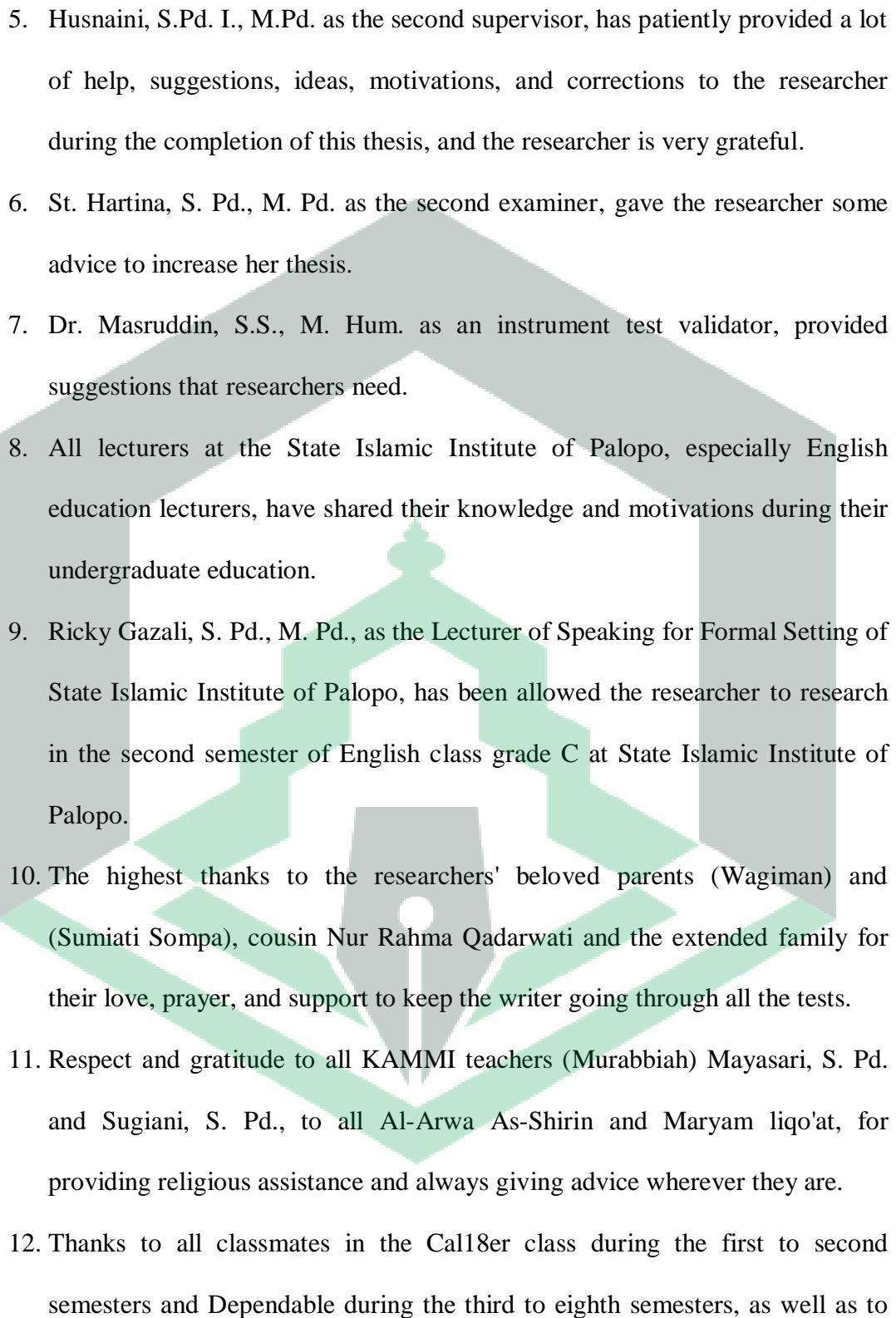
“In the name of Allah, the most gracious and most merciful.”

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ، وَعَلَى أَهْلِ
وَأَصْحَابِهِ وَمَنْ تَّعَاهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ، أَمَّا بَعْدُ

“Praise to Allah SWT. with prayer and peace may be upon the noblest prophets and apostles, their families and friends, and those who follow them in truth until the Day of Resurrection.”

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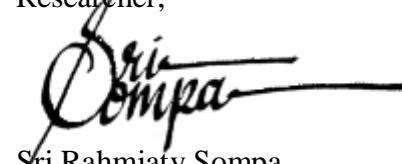
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The researcher hopes this thesis can give some value to the English education study program students and readers, especially in teaching-learning. The researcher admits this thesis is not perfect, so the researcher will accept readers' suggestions to improve it. The researcher hopes this thesis will be helpful and positively contribute to the readers and others.

Palopo, July 7th, 2022

Researcher,



Sri Rahmiaty Sompa

NIM. 18 0202 0170

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- Appendix 10 Surat Keterangan telah Selesai Menelliti



ABSTRACT

Sri Rahmiaty Sompia, 2022. *"The Use of SpeechWay Application to Increase Students' Speaking Skills in the 2nd Semester of English Education Department at State Islamic Institute of Palopo."* Thesis English Study Program Educational Department in the State Islamic Institute Palopo Supervised by Madehang and Husnaini.

This thesis aims to determine the use of the SpeechWay application to increase students' speaking skills in the 2nd semester of English Education Department at the State Islamic Institute of Palopo. It uses a pre-experimental design method, especially the one-group pre-test and post-test. The researcher gets a score on three aspects of speaking skills; accuracy, fluency, and comprehensibility by using pre-test and post-test. The population of this study was students in the 2nd semester of English Education Department at State Islamic Institute of Palopo, with a total number of 72. Sampling was taken by convinience sampling consist of 15 students. The results of the data analysis showed that the calculated of t_{count} (7.115) is higher than t_{table} (2.14479). It showed that the SpeechWay Application is effective to increase students' speaking skills at the State Islamic Institute of Palopo.

Keywords: English Teaching, SpeechWay Application, Speaking Skills

CHAPTER 1

INTRODUCTION

A. Background

English is considered one of the scientific languages and academic disciplines. In particular, teaching English and learning (ELTL) has stood out for its dynamism and continuous revolution and progress in this field. That rapidly growing research, publications, institutions, and conferences proved this field immutable and static¹. The learners' insight of ESL concerns the time of learning the English language in universities, schools, and colleges. Numerous learning issues were discussed by 46 participants, both from private/public universities and colleges, comprising obstacles that came across in their English lessons in college, university, and secondary school. Learners' comments and visions on the subjects relating to local English language learning, teaching, and Varying views were discovered by the dialogues, such as issues that the students faced while learning the four language skills: listening, speaking, reading, and writing. In addition, self-consciousness hindered language improvement.

Technology and education are different things, but in this modern era, we all can see that these two things are inseparable and become necessities. With new technology and the way students learn, a short video is one way to improve students' speaking skills. This research focuses on speaking skills via short videos to improve students' speaking and creativity skills and analyze the

¹ Mohammed, P. T., & Mustafa, A. N. (2022). Educational Research Issue in English Language Teaching and Learning. *Cihan University-Erbil Journal of Humanities and Social Sciences*, 6(1), 6-10.

interrelationship between the implementation of blended learning and an increase in student self-confidence. This present study is aimed to know the students' response to utilizing the SpeechWay application as an online learning media in learning speaking at College.

In the current trend, digital is already familiar to the public, especially in the era of the Covid-19 pandemic. The current formal learning process is evenly distributed using the online system. However, students have difficulty speaking in public, especially in English, because of the uncommunicative media, limited vocabulary, and nervous effect. For this reason, learning to speak must increase practice by utilizing students' interests as a habituation process. Using current trends is needed by looking at student interests and implementing a learning system through these trends and interests.

Based on the observations conducted on the second-semester students at the State Islamic Institute of Palopo, the researcher found that students were highly interested in making stories on their social media and speaking in front of the screen. However, most have low self-confidence, especially when dealing directly with the audience. Many students also forget about what they say if they are already nervous. Therefore, the researcher wants to share an application that can help students study and minimize errors, especially speaking in monologues. One thing that encourages researchers is the benefits obtained by many people, as well as our obligation to share knowledge. Like the verse about education below, where Allah SWT in His word elevates degrees for students who are knowledgeable.

... يَرْفَعُ اللَّهُ أَلَّذِينَ إِمَانُهُمْ مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ...

"Allah SWT will exalt those who believe among you and those who were given knowledge by several degrees." (fragment: Q.S. Al Mujadilah: 11)²

In the hadith, it is stated that seeking knowledge is important for someone who wants prosperity in life in the hereafter...

مَنْ سَلَكَ طَرِيقًا يُلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

"Allah SWT makes the way to Jannah easy for him who treads the path in search of knowledge." (H.R. Muslim).³

For this reason, the researcher introduces an application that would solve the problems faced by students, namely the SpeechWay application. The SpeechWay application is a speaking application with text features that can make it easier for users to speak. It also has slow and fast scrolls to adjust to the user's speaking speed ability. This media is interesting for students, considering that there are many users of short video blogs on social media. In this case, students can follow trends and form fun and beneficial habits. In increasing student interaction and interest in learning, appropriate supporting media are needed regarding implementation, goals, interests, and trends. It can make it easier for students to adapt to new learning methods.⁴ Online applications have become a medium that helps the learning process of English in the classroom easier. Many online applications can be used to learn to speak English. Therefore, this study aims to identify suitable online applications for learning to speak English that

² July 4th, 2022. Al-Qur'an digital. <https://levitrapes.com/host-https-nusagates.com/en/hadith-about-seeking-knowledge-complete-with-sanad-matan-and-rawi.html>

³ July 4th, 2022. <https://sunnah.com/riyadussalihin:1381>

⁴ Graf, S., & Kinshuk, K. (2007, October). Providing adaptive courses in learning management systems with respect to learning styles. p.1.

suits student needs. The research method uses a pre-experimental design. This present study is aimed to know the students' response to utilizing the SpeechWay application as an online learning media in learning speaking at College.

Based on the study above, the researcher conducted the research entitled "The Use of SpeechWay Application to Increase Students' Speaking Skills in the 2nd Semester of English Education Department at State Islamic Institute of Palopo."

B. Problem Statement

Based on the background of the problem described above, the researcher formulates a research question: Does SpeechWay Application significantly increase students' English speaking skills in the 2nd semester of the English Education Department at the State Islamic Institute of Palopo?

C. The Objective of the Research

Related to the formulation of the problem, the purpose of this study is: to determine whether or not the use of SpeechWay Application significantly increases the speaking skills of the 2nd-semester students at the State Islamic Institute of Palopo.

D. Significances of the Research

There are significances of this research:

1. Theoretically

The results of this study are expected to provide a meaningful contribution to the readers. The research results can be helpful information or reference in teaching speaking. The study can also increase knowledge about the advantages of

SpeechWay Application in speaking.

2. Practically

The results of this study are expected to be helpful information for English lecturers who face the same problem in improving students' speaking skills. The researcher also hopes that students will not get bored with learning to speak. The study results can be a reference for those who want to research improving students' English speaking skills.

a) For Teachers/ Lecturers

It can be used as a reference to help the teachers/lecturers in improving students speaking skill

b) For Students

The students can increase their speaking skills by using this application to minimize the speech error that probably occurs in their speaking.

c) For Researcher

The study results can be used as a reference for those who want to research how to improve students' speaking skills.

E. Scope of the Research

The scope of this research is about using the SpeechWay application to improve the speaking skills of second-semester students at the Palopo State Islamic Institute. The researcher focuses on learning to speak monologue, which has been conceptualized to train students in speaking English with a Short Video Blog. The assessments that are considered include accuracy, fluency, and comprehensibility.

F. Definition of Terms

Several methods are used to maximize the use of the application being tested.

The conditions are as follows:

a. Application

Applications are the main component of research, where its use is more to train students in speaking foreign languages to improve their speaking skills.

b. Speech Way

The Speech Way application is a test variable used in the examiner's research process with a trend following the system. Also, its use and benefits can be adequately maximized.

c. Speaking

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is a means through which students can communicate with others to achieve specific goals or to express opinions, intentions, expectations, and points of view.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

In this study, the researcher collected several relevant source from previous studies regarding the need for using applications and improving students' abilities in teaching English speaking skills.

Rozi M, Raja P, and Suka R. G. (2013), with the research entitled "*Increasing Students' Speaking Ability through Role Play in Man 1 Bandar Lampung.*" Based on the data, this research said that role play is one of the most suitable techniques in teaching speaking to increase students' speaking ability especially in monologue. As a result, the researcher significantly improved students' speaking performance. The data shows that the mean improved from 58.25 (pre-test) to 70.38 (post-test), the value of significance (2-tailed) was 0.000, and the sign $< \alpha$ ($0.000 < 0.05$). as for the similarities in the research, namely the research speaking skills presented using spoken language into a monologue (planned, unplanned). In comparison, the difference lies in the schools for research and the media and teaching methods used.⁵

Syakur (2020), *Improving English Language Speaking Skills Using "Absyak" On-Line Learning Model for Second Semester in Higher Education.*

This research aims to improve students' speaking skills for the second semester in college. Web-based learning is popular with a million web-based Education

⁵ Rozi, M., Raja, P., & Suka, R. G. (2013). Increasing Students' Speaking Ability through Role Play in Man 1 Bandar Lampung

(WBE) or e-learning (electronic learning). The results showed that learning designed using the information gap technique with "Absyak" significantly increased speaking skills from the results of learning achievement in cycle I and cycle II. The proven results of the first cycle that is still not optimal. In the second cycle, the results are maximum. Student activity increased in cycle II for learning, student activity, performance indicators, learning process, increased completeness scores, and decreased number of incomplete and success indicators. It means that students' speaking ability from this stage is increasing and succeeding well. This research has similarities in the online learning system and the skills used. In comparison, the qualitative data collection method is different from the research.⁶

Furthermore, Risawati (2020). *The Use of Voice of America (VOA) Learning English Application to Improve Student's Speaking Ability for the Eighth Graders of MTsN 2 Tulungagung*. The results showed that there was an increase in students' speaking ability. It is evidenced by most students gradually getting good grades at the end of each cycle. Teacher Minimum Criteria Score – Minimum Completeness Criteria (KKM) for English lessons is 75 (seventy-five). In the initial learning, there were no students who passed the KKM. In the first cycle, there were only 7 students who passed the KKM. In the second cycle, 30 students passed the KKM. In addition, there is a positive response from students and English teachers regarding implementing these measures. Learners will be able to hear and see scripts running on the screen. This program is easy to operate and can be repeated how many times we want. The similarity of the research is the

⁶ Syakur (2020). Improving English Language Speaking Skills Using "Absyak" On-Line Learning Model for Second Semester in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 684-694.

use of applications with teleprompter facilities. It is also intended to train students' speaking skills. The difference lies in the schools studied where the statement above is carried out at senior high school equivalents while the researchers implement it in universities.⁷

Asadi (2017) *Intelliprompter: Speech-Based Dynamic Note Display Interface for Oral Presentations*. The result of this study is that presentations implemented using the Intelliprompter or speech-based dynamic method succeeded in making it easier for the presenter to deliver his presentation by reducing anxiety and excessive notes in the presentation to break the focus on the audience or listeners. It is evidenced by 36 interviews with presenters and an analysis of the corpus of presentation notes. In a study of subjects comparing our dynamic screen-based notes display interface and Google Glass with a static note-taking system, independent presenters and judges strongly preferred dynamic screen-based systems. This study has similarities regarding student constraints, skills to be honed, and the type of media used using the teleprompter facility. The difference is in terms of human resource targets, which are more about improving the quality of presenters on a broad scale.⁸

In this study, Safitri N.R.A. and Khaeriyah (2017) *Students' Perceptions on the Use of English Vlog (Video Blog) to Enhance Speaking Skills* focused on how students maximize E-Vlog by watching them outside the class through

⁷ Risawati, U. (2020). The Use Of Voice of America (Voa) Learning English Application to Improve Student's Speaking Ability for the Eighth Graders of MTsN 2 Tulungagung (In Academic Year 2019/2020). p.59.

⁸ Asadi (2017, November). IntelliPrompter: speech-based dynamic note display interface for oral presentations. In *Proceedings of the 19th ACM International Conference on Multimodal Interaction* (pp. 172-180).

YouTube media in order to support their English subject, especially for speaking. The research method is related to students' perceptions of using English Vlogs and students' strategies in using them, while data were obtained from student interviews, observations, and documents. The results of this study indicate that students' perceptions of using English Vlogs to improve speaking skills are good through various strategies. In addition, students have good English skills by using English Vlogs as a medium for learning English. It is evidenced by the results of the previous sample from the research sample of 5 students of English education at the Islamic University of Indonesia by applying the purposive sampling technique. The research similarities are using vlogs or short videos, sampling techniques, and speaking skills that students want to improve. At the same time, the difference lies in the research design that uses qualitative to determine student perceptions.⁹

Based on the research above, most researchers use a teleprompter and a speaking monologue to train students' speaking skills, while this study also applies an application called SpeechWay which also uses a teleprompter facility. There are several advantages of using this application. Firstly, it can be voice input to minimize speech errors; secondly, it is an interesting application that students can use via mobile and share on social media.

B. Literature Review

1. Speaking Skills
 - a. Definition of Speaking

⁹ Safitri, N. S. A., & Khoiriyah, I. (2017, July). Students' Perceptions on the Use of English Vlog (Video Blog) to Enhance Speaking Skill. In *ASEAN/Asian Academic Society International Conference Proceeding Series*.

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is a means by which learners can communicate with others to achieve specific goals or to express opinions, intentions, hopes, and points of view. In addition, people who know a language are referred to as 'speakers' of that language. Moreover, speaking is the most frequently used language skill in almost all situations.¹⁰ Speaking is expressing thoughts, ideas, and feelings using the ability to pronounce words to organize words into phrases or sentences to select words. It is related to the topic.

Mastery of speaking skills in English is a priority for many second or foreign language learners. As a result, learners often evaluate their success in language learning and the effectiveness of their English courses based on how much they feel they have improved in their spoken language skills. Oral skills are seldom overlooked in EFL/ESL courses (witness the sheer number of conversational and other speaking course books on the market). However, the best way to approach teaching oral skills has long been a focus of methodological debate. Teachers and textbooks utilize a variety of approaches, ranging from direct approaches to focusing on specific features of spoken interaction (e.g., turn of speech, topic, management, and questioning strategies) to an indirect approach that creates situations for verbal interaction through group work, task work, and other strategies.¹¹

Speaking is the process of constructing and sharing meaning through the

¹⁰ Shiamaa Abd EL Fattah Torky. Ain Shams University. 2006 p.13

¹¹ Jack C. Richards .Teaching Listening and Speaking From Theory to Practice. (New York: Cambridge University Press 2008). p.19

use of verbal and nonverbal symbols in a variety of contexts.¹² Speaking is usually symbolized as an expression of feelings to others. From this definition, we can share our ideas with others through verbal communication. Through speaking, humans can connect their minds in every aspect of life. It makes students more fluent in communicating. Because when they talk, they know what to think and how to feel about it; when someone talks, other people make judgments about someone's character and assumptions about what they think and why.¹³

Speaking for communication is designed for intermediate to advanced levels. It will not focus on communication, which usually becomes a "trap" for students because of the routine activities of each chapter. Still, the researcher will pay attention to student activities cooperatively where students can work in groups of two, three, or four. Or even more students with different activities.¹⁴ Harwood explains that speaking is a unique form of communication that is the basis of all human relationships and the main channel for the projection and development of individual identity. Especially in a literate society and culture, it is characteristic sometimes overlooked. In short, the writer concludes speaking as an activity in which humans try to express thoughts, feelings, and opinions and exchange information by using utterances in the form of communication: Grammar, vocabulary, and culture. Speaking is also used for many purposes, each involving different skills. In some situations, many speak to give instructions or get things done. They speak to describe something, complain about people's behavior, make

¹² Adapted from an article by Kayriye Kayi and various other sources! p.1

¹³ Robert Barrass, Speaking for Yourself "A guide for students" (New York: Roudledge 2006) p.2

¹⁴ Anita, S.S., M.Pd. Speaking for Communication (Serang: Fakultas Tarbiyah dan Adab Press IAIN SMH Banten, 2010) p.1

polite requests, or entertain people with jokes and anecdotes. From the above definition, the writer concludes that speaking is one of the four English skills to express our opinions, ideas, thoughts, feelings, and others to others. By speaking, people can communicate with each other, so people, especially students, must master this skill because it is an oral skill that is very important for a second language learner or foreign language learner to communicate in their life. Without speaking, we cannot express what we want, making it difficult for people to share with others and leading to bad relationships.

b. Aspects of Speaking

Three things must be considered when assessing aspects of speaking skills so that teachers know how to improve them. Check out the full explanation below regarding the assessment elements in English speaking skills.

1) Accuracy

Accuracy is often a consideration when we learn a language. This term refers to how to check learners' language systems' errors, including their use of grammar, pronunciation, and vocabulary.

2) Fluency

Fluency is flow and efficiency when expressing ideas, especially in English. Some grammar mistakes will pop up here and there when the teacher explains something, but they are conveyed efficiently and show that teacher are comfortable speaking English. We can define fluency as fluency in communication. If the grammar is wrong, just go smoothly first. While accuracy, on the other hand, the main thing is that the grammar must be correct. Both of

these can be benchmarks for assessing someone's foreign language skills.

3) Comprehensibility

The quality of a speech cannot be determined without considering its communicative function. It also applies to understanding communication, which is one of its quality factors. Speaking quality can even be defined as the extent to which speech fulfills its communicative function, the latter representing the specifications by which texts can be composed.

c. The Functions of Speaking

Talking is a purposeful activity, like other activities such as listening, reading, and writing. We have reason and purpose in Speaking. The purpose of our speech can determine the strategies we use to do it. As stated by Richards and Renandya based on Asses English Journal from Herna Apriyanti and Apud that speaking is used for many different purposes, and each goal involves various skills. The other objectives of speaking are as follows:¹⁵

- 1) In ordinary conversation, for example, our goal might be to make social contact with people, establish good relationships, or engage in harmless chat that spends much of our time with friends.
- 2) When discussing with someone, the purpose may be to seek or express an opinion, persuade someone about something, or clarify information.
- 3) In some other situations, we use speaking to describe something, to complain about people's behavior, or to make polite requests.

Each of these different purposes for speaking implies knowledge of the rules

¹⁵ Herna Apriyanti and Apud, The Effectiveness Of Find Someone Who Game Toward Students" Speaking Skill. Asses English Education Journal, Vol.2, No.1, (January-June, 2016) p.88.

of how spoken language reflects the context or situation in which it is spoken and which speech took place.

Based on the explanation above, speaking has many formal and non-formal functions in every situation and all aspects of human life, so it is beneficial for society, especially for students as second language learners or foreign language learners.

d. Teaching Speaking

Teaching and learning are considered complex processes, influenced by multiple factors, including the use of media or instructional, which results in the active involvement of learners and makes teaching more interactive. According to Maryam Bahadorfar and Reza, Omodvar,¹⁶ Speaking is a crucial part of second language learning and teaching. Mastering speaking skills in English is a priority for many second or foreign language learners. Our learners often evaluate their success in language learning and the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in today's EFL/ESL courses. Teaching speaking is to teach our learners to:

- 1) Produce the English speech sounds and sound patterns.
- 2) Use word and sentence stress, intonation patterns, and the rhythm of the second language or foreign language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.

¹⁶ Maryam Bahadorfar and Reza Omodvar. Technology In Teaching Speaking Skill. KIKS, (India: University of Mysore, 2014), p.10

- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with a few unnatural pauses, called fluency.

Based on the explanation above, teaching speaking is an activity to make students second language or foreign language learners.

2. SpeechWay Application

a. Definition of SpeechWay Application

The SpeechWay application is an application that can make it easier for students to practice speaking skills because this application can be used for making stories on social media and making short vlogging blog. In this case, students can follow trends and form fun and beneficial habits.

b. Terms and Condition

1) General Condition

Previous researchers who produced e-learning multimedia content required a long time of work and knowledge of how to do it. Interdisciplinary project teams at two Berlin Universities have developed a cost-effective production process to create a professional-rich media learning unit that integrates various distribution channels. The presentation will provide an overview of process engineering and software development projects in writing and transforming e-learning and m-learning content. It will mainly focus on the part of efficiency-driven video production for two e-learning courses at an international virtual university. Researchers do this by conducting podcasts so that the learning process

is more communicative even though online.¹⁷

The app and all the trademarks, copyright, database rights, and other related intellectual property rights belong to Yaroslav Kulinich. These terms will automatically apply to users by downloading or using the app. Users should make sure, therefore, that the rules have read carefully before using the app. Users cannot copy or modify the app, any part of the app, or our trademarks. Users are not allowed to attempt to extract the app's source code. Also, should not try to translate the app into other languages or make derivative versions.

Yaroslav Kulinich is committed to ensuring that the app is as helpful and efficient as possible. For that reason, we reserve the right to make changes app or charge for its services, at any time and for any reason. The company will never charge the user for the app or its services without making it clear to you precisely what the users are paying for.

The SpeechWay app stores and processes the personal data you provided to us to provide my service. It is your responsibility to keep your phone and access to the app secure. It could make your phone vulnerable to malware/viruses/malicious programs, compromise your phone's security features, and it could mean that the SpeechWay app won't work correctly or at all. The company, therefore, recommends that users do not jailbreak or root their phone, which is the process of removing software restrictions and limitations imposed by the official operating system of your device.

The users should be aware that there are certain things for which Yaroslav

¹⁷ Herzog, M. A., Trier, M., & Sieck, J. (2006, September). Production engineering for video based e-and m-learning content. In *10th Baltic Region Seminar on Engineering Education* (pp. 1-4).

Kulinich will not take responsibility. Certain app functions will require the app to have an active internet connection. The connection can be Wi-Fi or provided by a mobile network provider. Still, Yaroslav Kulinich cannot take responsibility for the app not working at full functionality if you do not have access to Wi-Fi and you do not have any data allowance left.

Along the same lines, Yaroslav Kulinich cannot always take responsibility for how you use the app, i.e., You need to make sure that your device stays charged-if it runs out of battery. You can't turn it on to avail of the Service, Yaroslav Kulinich cannot accept responsibility.

Concern for to Yaroslav Kulinich's responsibility for your use of the app, when you're using the app, it's essential to bear in mind that although we endeavor to ensure that it is updated and correct at all times, we do rely on third parties to provide information to us so that we can make it available to you. Your experience is a result of relying wholly on this functionality of the app. Yaroslav Kulinich accepts no liability for any loss, direct or indirect.

At some point, we may wish to update the app. The app is currently available on Android – the requirements for the system (and for any additional systems we decide to extend the availability) may change, and you'll need to download the updates if you want to keep using the app. Yaroslav Kulinich does not promise to constantly update the app to be relevant to you and/or works with the Android version installed on your device. However, you promise to always accept the application's updates when offered. We may also wish to stop providing the app and may terminate your use of it at any time without giving

notice of termination to you. Unless we tell you otherwise, upon any termination, (a) the rights and licenses granted to you in these terms will end; (b) you must stop using the app and (if needed) delete it from your device.

I may update our Terms and Conditions from time to time. Thus, you are advised to review this page periodically for any changes. I will notify you of any changes by posting the new Terms and Conditions on this page. These changes are effective immediately after they are posted on this page.

2) Privacy Policy

a) Common Privacy

Choosing a part of the community at Speech Way ("company", "we", "us," or "our"). The company is committed to protecting your personal information and your right to privacy if users have any questions or concerns about the policy or the practices about personal information.

When users visit the mobile application and use the services, users trust the company with personal information. The company takes privacy very seriously. In this privacy notice, the company describes our privacy policy. We seek to explain to you in the most transparent way possible what information collect, how the company uses it, and what rights you have to it. The company hopes users take some time to read through it carefully, as it is essential. If users do not agree with any terms in this privacy policy, please discontinue using the Apps and services.

This privacy policy applies to all information collected through the mobile application ("Apps") and/or any related services, sales, marketing, or events (we

refer to them collectively in this privacy policy as the "Sites"). Please read this privacy policy carefully, as it will help you make informed decisions about sharing your personal information.

b) Information Gathering

Information is automatically collected. We automatically collect certain information when you visit, use or navigate the Apps. This information does not reveal your specific identity (like your name or contact information). Still, It may include device and usage information, such as your IP address, browser, and device characteristics, operating system, language preferences, referring URLs, device name, country, location, information about how and when you use our Apps, and other technical information Short, some information-such as IP address and browser and device characteristics-is collected automatically when you visit our Apps. This information is primarily needed to maintain the security and operation of our Apps and for our internal analytics and reporting purposes. Like many businesses, we also collect information through cookies and similar technologies.

Information is collected through our Apps. In Short: We may collect information regarding your mobile device and push notifications when you use our apps. If users use our Apps, we may also collect the following information:

1) Mobile Device Access.

We may request access or permission to certain features from your mobile device, including the device's camera, microphone, sensors, storage, Bluetooth, and other features. If the user wishes to change our access or permissions, you

may do so in your device's settings.

2) Mobile Device Data.

We may automatically collect device information (such as your mobile device ID, model, and manufacturer), operating system, version information, and IP address.

3) Push Notifications.

We may request to send push notifications regarding your account or the mobile application. Information was collected from other sources. In Short: We may collect limited data from public databases, marketing partners, and other outside sources. The company may obtain information from other sources, such as public databases, joint marketing partners, and third parties. Examples of the information we receive from other sources include social media profile information, marketing leads and search results, and links, including paid listings (such as sponsored links).

c) Use of Information

In Short: We process your information for purposes based on legitimate business interests, the fulfillment of our contract with you, compliance with our legal obligations, and/or your consent.

The company uses personal information collected via our Apps for a various business purposes described below. The company processes personal data for these purposes in reliance on our legitimate business interests ("Business Purposes"), to enter into or perform a contract ("Contractual"), with consent ("Consent"), and/ or for compliance with legal obligations ("Legal Reasons"). The

company indicates the specific processing grounds it relies on next to each purpose listed below. The company uses the information collected or received:

- 1) To send administrative information to you. We may use your personal information to send you the product, service, new feature information, and/or information about changes to our terms, conditions, and policies.
- 2) For other Business Purposes. We may use your information for other Business Purposes, such as data analysis, identifying usage trends, determining the effectiveness of our promotional campaigns and to evaluate and improving our Apps, products, services, marketing, and your experience.

d) Will Your Information Be Shared With Anyone?

In Short: We only share information with your consent to comply with laws, protect your rights, or fulfill business obligations. We may process or share data based on the following legal basis:

- 1) Consent:

We may process your data if you have given us specific consent to use your personal information for a particular purpose.

- 2) Legitimate Interests

We may process your data reasonably necessary to achieve our legitimate business interests.

- 3) Performance of a Contract

Where we have entered into a contract with you, we may process your personal information to fulfill the terms of our agreement.

- 4) Legal Obligations

We may disclose your information where we are legally required to do so to comply with applicable law, governmental requests, a judicial proceeding, court order, or legal processes, such as in response to a court order (including in response to public authorities to meet national security or law enforcement requirements).

5) Vital Interests

We may disclose your information where we believe it is necessary to investigate, prevent, or take action regarding potential violations of our policies, suspected fraud, situations involving potential threats to the safety of any person and illegal activities, or as evidence in litigation in which we are involved.

More specifically, we may need to process your data or share your personal information in the following situations:

6) Vendors

Consultants and Other Third-Party Service Providers. We may share your data with third-party vendors, service providers, contractors, or agents who perform services for us or on our behalf and require access to such information to do that work. Examples include payment processing, data analysis, email delivery, hosting services, customer service, and marketing efforts. We may allow selected third parties to use tracking technology on the Apps, which will enable them to collect data about how you interact with the Apps over time. This information may be used to, among other things, analyze and track data, determine the popularity of certain content, and better understand online activity. Unless described in this Policy, we do not share, sell, rent, or trade any of your

information with third parties for promotional purposes.

7) Business Transfers

We may share or transfer your information connection during negotiations of, any merger, sale of company assets, financing, or acquisition of all or a portion of our business to another company.

e) Who Will Your Information Be Shared With?

In Short: We only share information with the following third parties. We only share and disclose your information with the following third parties. We have categorized each party so that you may easily understand the purpose of our data collection and processing practices. If we have processed your data based on your consent and you wish to revoke your consent, please contact us.

- 1) Allow Users to Connect to their Third-Party Accounts and Google account.
- 2) Invoice and Billing
- 3) Google Play Billing
- 4) Web and Mobile Analytics
- 5) Google Analytics for Firebase
- 6) Website Performance Monitoring
- 7) Firebase Performance Monitoring and Firebase Crash Reporting
- 8) Website Testing
- 9) Google Play Console

f) Do We Use Cookies And Other Tracking Technologies?

In Short: We may use cookies and other tracking technologies to collect and store your information. We may use cookies and similar tracking

technologies, like web beacons and pixels) to access or store information. Our Cookie Policy provides specific information about how we use such technologies and how you can refuse certain cookies.

g) How Long Do We Keep Your Information?

In Short: We keep information for as long as necessary to fulfill the purposes outlined in this privacy policy unless otherwise required by law. We will only retain your personal information for as long as it is needed for the purposes set out in this privacy policy unless a more extended retention period is required or permitted by law (such as tax, accounting, or other legal requirements).

h) How Do We Keep Your Information Safe?

In Short: We aim to protect your personal information through a system of organizational and technical security measures. We have implemented appropriate technical and organizational security measures designed to protect the security of any personal information we process. However, please also remember that we cannot guarantee that the internet is 100% secure. Although we will do our best to protect your personal information, the transmission of personal information to and from our Apps is at your own risk. You should only access the services within a secure environment.

i) Do We Make Updates To This Policy?

In Short: Yes, we will update this policy to comply with relevant laws. We may update this privacy policy from time to time. The updated version will be indicated by an updated "Revised" date, and the updated version will be effective

as soon as it is accessible. If we make material changes to this privacy policy, we may notify you by prominently posting a notice of such changes or directly sending you a notification.

C. Conceptual Framework

This study targets students majoring in English using a Pre experimental Design, especially One Group Pre-test and Post-test. In this learning process will be directed to use a mobile phone. Then, the researcher will take one class of samples at random. After that, the educator will direct students to download the Speech Way application on the play store and see the effects obtained from the course.

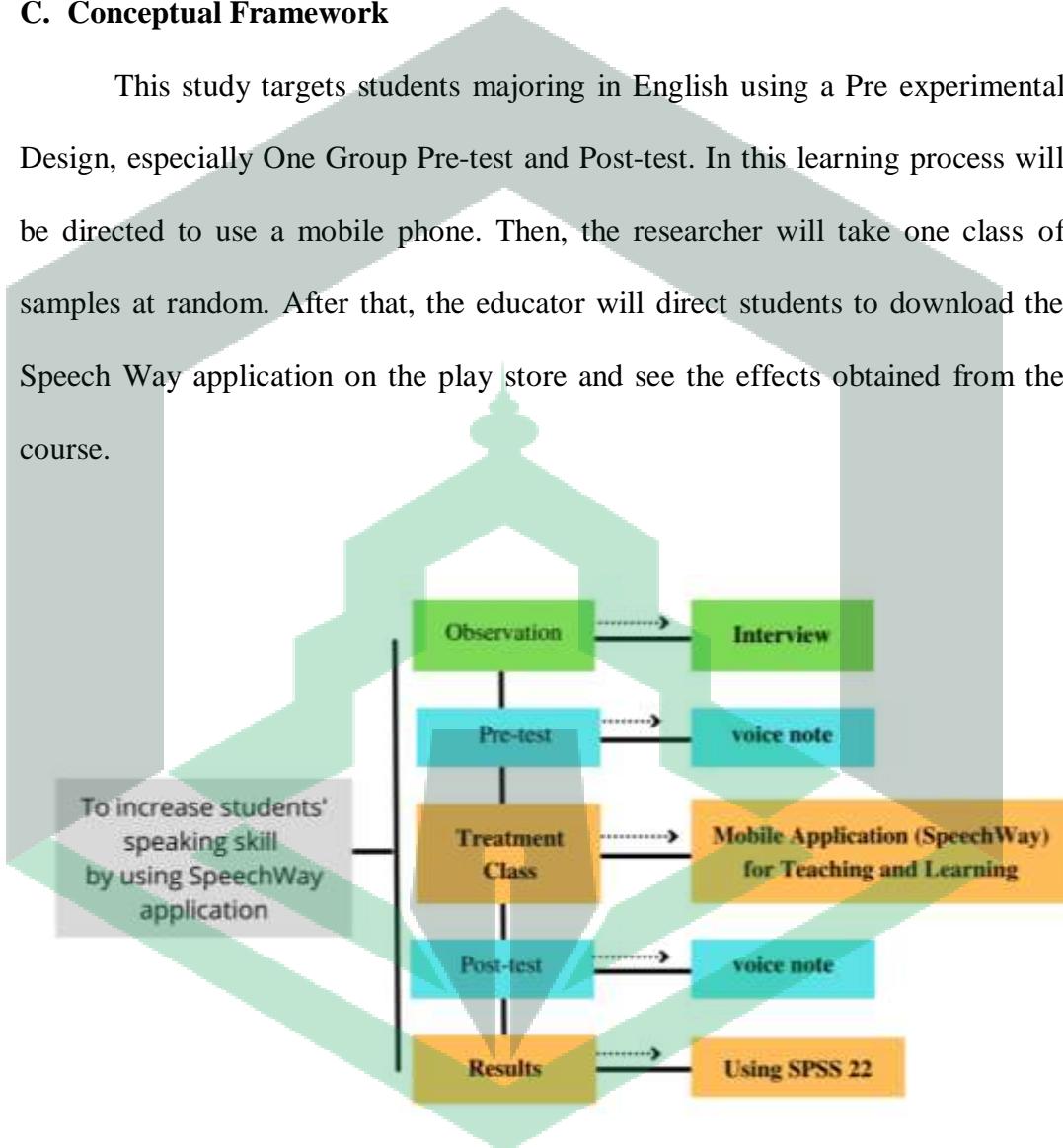


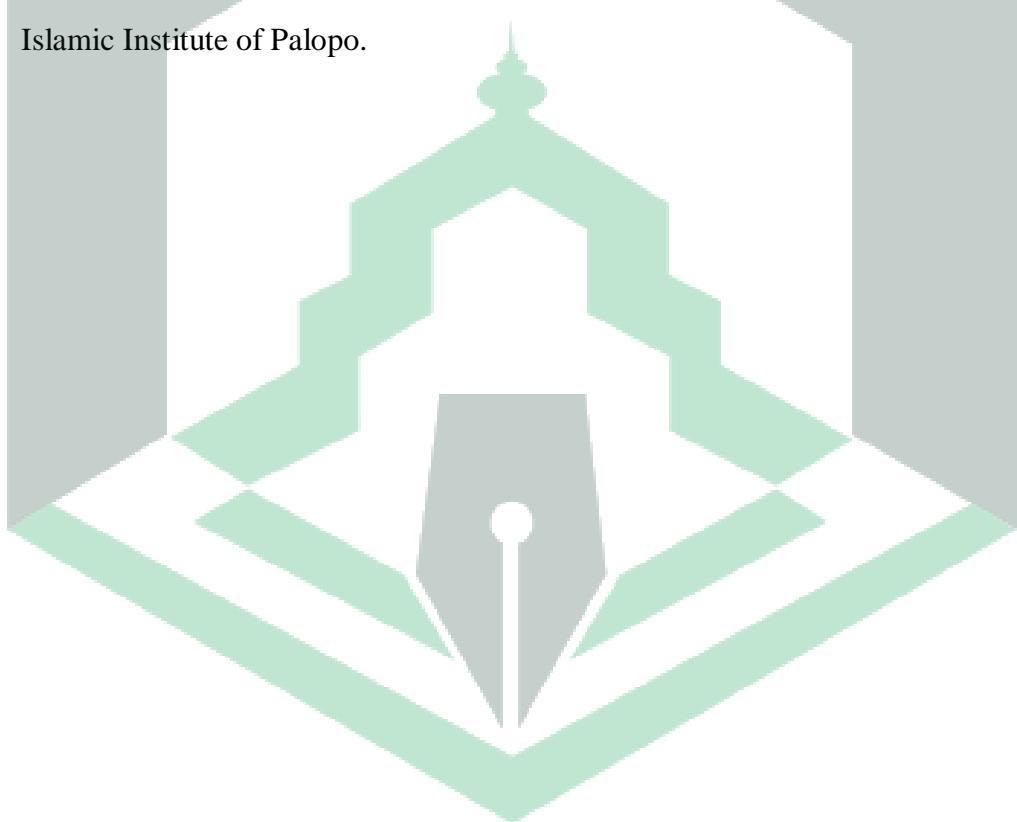
Chart1. Conceptual Framework

D. Hypothesis

To test the hypothesis, this research used a statistic hypothesis formulated as follows:

H_0 : The use of SpeechWay Application does not effectively increase students' speaking skills in the 2nd semester of the English education department at State Islamic Institute of Palopo.

H_1 : The use of SpeechWay Application effectively increases students' speaking skills in the 2nd semester of the English education department at State Islamic Institute of Palopo.



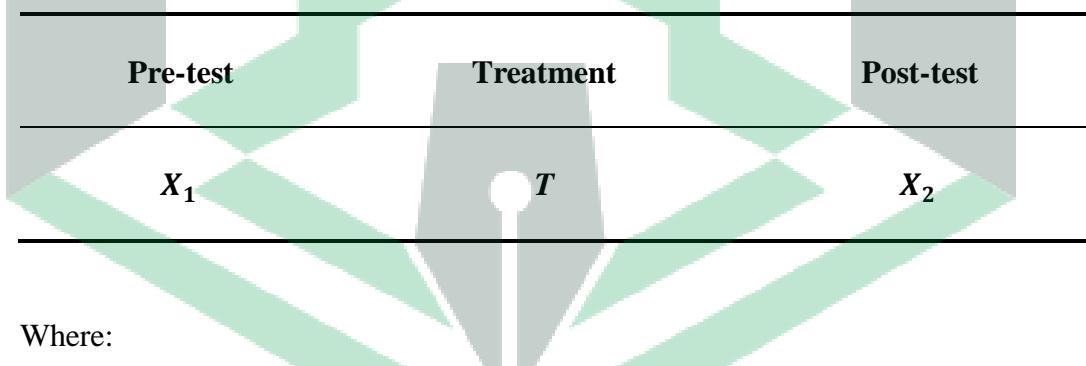
CHAPTER III

METHOD OF RESEARCH

A. Research Design

The experiment is the simplest form of research design. Experiments are interpreted as finding certain combinations of others in controlled conditions. So, experiment research discusses whether there is a result of something in the subject under investigation. In other words, experiment research tries to evaluate whether there is a causal relationship. In this research, researchers used the experimental method, more precisely one of the parts in the Pre-Experimental Design, namely the One Group Pre-test Post-test method. The experimental group was given pre-test, treatment, and post-test.

Table 3.1 The Design of One Group Pre-test and Post-test



Where:

X_1 = Pre-test

T = Treatment

X_2 = Post-test

B. Time and Location

This research was conducted from March to April 2022 in the 2nd semester at the State Islamic Institute of Palopo.

C. Variable of the Research

There are two variables in this study:

1. Independent Variable

The independent variable is SpeechWay Application.

2. Dependent Variable

The dependent variable is students' speaking skills.

D. Population And Sample

1. Population: The population of this research is the 2nd-semester students in the English Education Department of the State Islamic Institute of Palopo. The total number is 72 students.

2. Sample: The sample of this research is one of a small group of 2nd-semester students in the English Education Department of the State Islamic Institute of Palopo. The group consists of fifteen people in the treatment class. The sample was taken by convenience sample technique.

E. Instrument of the Research

The researcher used a speaking test to collect data to measure students' ability to speak before and after applying the SpeechWay application. After that, the researcher conducted the pre-test and post-test to determine whether the students speaking skills increased by using the SpeechWay application.

F. The Procedure of Data Collecting

1. Pre-test

The teacher gave a pre-test to the research class. It aims to determine the initial ability of the student. The pre-test is given through an opening speech (Muqaddimah). It is recorded via voice note.

2. Treatment

Data collection using treatment aims to examine a particular treatment's effect on a specific group's symptoms.

a. The First Meeting

- 1) Explaining the Functions of the Application
- 2) Showing how to use the App with videos
- 3) Inviting students to practice learning with the Application
- 4) Giving the first topics
 - a) Opening Speech 1

Assalamu'alaikum Warahmatullahi Wabarakatuh

First of all, thank Allah SWT, who has always given us health, blessing, and salvation so we can be here without trouble.

Secondly, may Salawat and salam for our Prophet Muhammad SAW, who always gives goodness in the world.

Thirdly, I'd like to thank the people who have allowed me to speak in front of you. Well, I would like to say welcome to

b) Opening Speech 2

Assalamu'alaikum Warahmatullahi Wabarakatuh

Praise Allah SWT, who has given us all salvation and blessing in life. The Lord who created this world. I'll never forget to Salawat and salam to our beloved Prophet Muhammad SAW, who was loved by Allah SWT and saved people's life from destruction in safety. That's the right path of Allah SWT. In this chance, I give thanks to the MC who has allowed me the opportunity to speak in front of the audience. Now, I would like to say about

c) Opening Speech 3

Assalamu'alaikum Warahmatullahi Wabarakatuh

May Allah SWT give us all salvation and blessing. Thanks to Allah SWT, we are still given health favor to be here. Do not forget, Salawat and greeting for our Prophet Muhammad SAW who taught their people goodness. Then, I would like to say welcome to

- 5) Direct students to use the Application by making videos of 30 to 60 seconds in duration.
- 6) Delivering material conclusions

b. The Second Meeting

- 1) Watching Video of previous meeting students
- 2) Giving the second topic

a) Closing speech 1

That's all my speech today. I hope it can be helpful for all of us.

Thank you for your attention. Good morning and thank you very much.

b) Closing Speech 2

Thank you for your kind attention to my speech. I am sorry if there is any word or my behavior that unpleasing you all, and to God, I beg for forgiveness. Good morning/afternoon.

c) Closing Speech 3

This is the end of my speech today. I hope we can take a good lesson from what I delivered today. I ask forgiveness for any words and behavior which are not supposed to be. Thank you for your kind attention today.

3) Direct students to use the Application by making videos of 30 to 60 seconds in duration.

4) Delivering material conclusions

c. The Third Meeting

1) Watching Video of previous meeting students

2) Giving the third topic

a) Begin with a question.

Example: Do you ever read the news about how good is Oxford University?

b) Begin with some 'news'

Example: Oxford University is one of the best Universities in the US.

c) Begin with relevant quotes.

Example: Everyone has their ways of catching success.

d) Refer directly to what the general reader might think.

Example: Most people think that Oxford University is the best way to reach success.

- e) Begin by briefly presenting the other side of the issue.

Example: Oxford University forces students to study all time when during academic hours.

- f) Provide some background on the issue.

Example: Many poor people who don't have enough money for school. So, SA Group makes scholarships for those people.

- 3) Instruct students to use the App by creating videos of 30 to 60 seconds in duration.

- 4) Delivering material conclusions

d. The Fourth Meeting

- 1) Giving the fourth topic

Useful expressions :

- a) I am going to tell you how to...

- b) I will focus on three steps in particular...

- c) I have three points to discuss.

- d) They are...,

- e) The most important thing to remember is...,

- f) Above all, you need to know...,

- g) I hope that you now have a better understanding of how to...

- 2) Instruct students to use the App by creating videos of 30 to 60 seconds in duration.

- 3) Delivering material conclusions
- e. The Fifth Meeting
 - 1) It gives the fifth topic about "College" that has been provided.
 - 2) The students practice the short speech for a few minutes.
 - 3) Instruct students to use the App by creating videos of some minutes in duration.
 - 4) Delivering material conclusions
3. Post-test

At the end of data collection, a post-test was carried out as a form of formative, determining the progress or development of student learning evaluation. The post-test is given through an opening speech (Muqaddimah) by the scripts or their own script and it is recorded via voice note.

G. The Technique of Data Analysis

This research will be conducted at the State Islamic Institute of Palopo. The approach used in This research is quantitative, and the types of analysis used in this study use the pre-experimental design method. The research sample is a second-semester student in the English Department consisting of a practical class with a total of ten students as a group that receives treatment in the form of learning by using the SpeechWay App a total fifteen students. Quantitative data in the form of initial test scores and final test with the following steps:

1. Scoring the Students' Answer

There are several assessments used in speaking¹⁸, namely:

Table 3.2 Accuracy assessment rubric

Score	Description
5	The mother tongue very slightly influences pronunciation. There are a few minor grammatical and lexical mistakes, but most utterances are correctly spoken.
4	Moderately influenced by the mother tongue but no severe phonological error. There are a few grammatical and lexical mistakes, although they are minor.
3	The mother tongue influences pronunciation with only a few phonological mistakes. There are several grammatical and lexical mistakes, some of which are serious.
2	The mother language significantly impacts pronunciation an error causing a breakdown in communication may basic grammatical and lexical errors.
1	Many fundamental grammatical and vocabulary mistakes, as well as serious pronunciation issues. There is no indication that you have to master any language skills and practice in the course.

Table 3.3 Fluency assessment rubric

Score	Description
5	Fluent like a native speaker
4	Fluency seems a little compromised by language problems
3	Fluency is a bit disturbed by language problems
2	Often hesitates and stops because of language limitations
1	Talk stutters and stops making conversation impossible

¹⁸ Ulker, V. (2017). The Design and Use of Speaking Assessment Rubrics. *Journal of Education and Practice*, 8(32), 135-141.

Table 3.4 Comprehensibility assessment rubric

Score	Description
5	Understand all without experiencing difficulties
4	Understand almost everything, although there is repetition in certain parts
3	Understands most of what is said when speech is slowed down a bit despite the repetition
2	It's hard to follow what's being said.
1	Can't understand even simple conversation

2. Categorize the Students Speaking Skill

In simple terms, test explained as a method used to measure pronunciation and fluency in students' speaking skill before and after the treatment, where the Researcher use pre-Test and Post-Test. The treatment, where are the researcher use pre-test and post-test.

Formula:

$$\text{Range of Score} = \frac{\text{Student's score}}{\text{Maximal score (15)}} \times 100$$

Table 3.5 Categorize of speaking skill

Categorize	Range of Score
Excellent	81 – 100
Good	61 – 80
Average	41 – 60
Poor	21 – 40
Bad	< 20

3. Mean Score

The formula used to determine the significance and average value of students majoring in English in the second semester at the State Islamic Institute of Palopo, namely:

$$\bar{x} = \frac{\sum x_i}{n}$$

Description:

- \bar{x} : average score
- x_i : data score to-i
- n : the amount of data

4. Deviation Standard

The standard deviation, s , is a statistical measure of the precision for a series of repeated measurements. The advantage of using s to quote uncertainty in a result is that it has the same units as the experimental data. Under a normal distribution, (\pm one standard deviation) encompasses 68% of the measurements and (\pm two standard deviations) contains 96%. Standard deviation is calculated from:

$$s = \sqrt{\frac{\sum_{i=0}^n (x_i - \bar{x})^2}{n - 1}}$$

Where N is the number of measurements, x_i is each measurement, and \bar{x} is the mean of all sizes.

The quantity $(x_i - \bar{X})$ is called the "residual" or the "deviation from the mean" for each measurement. The amount $(N - 1)$ is called the "degrees of freedom" for the size.

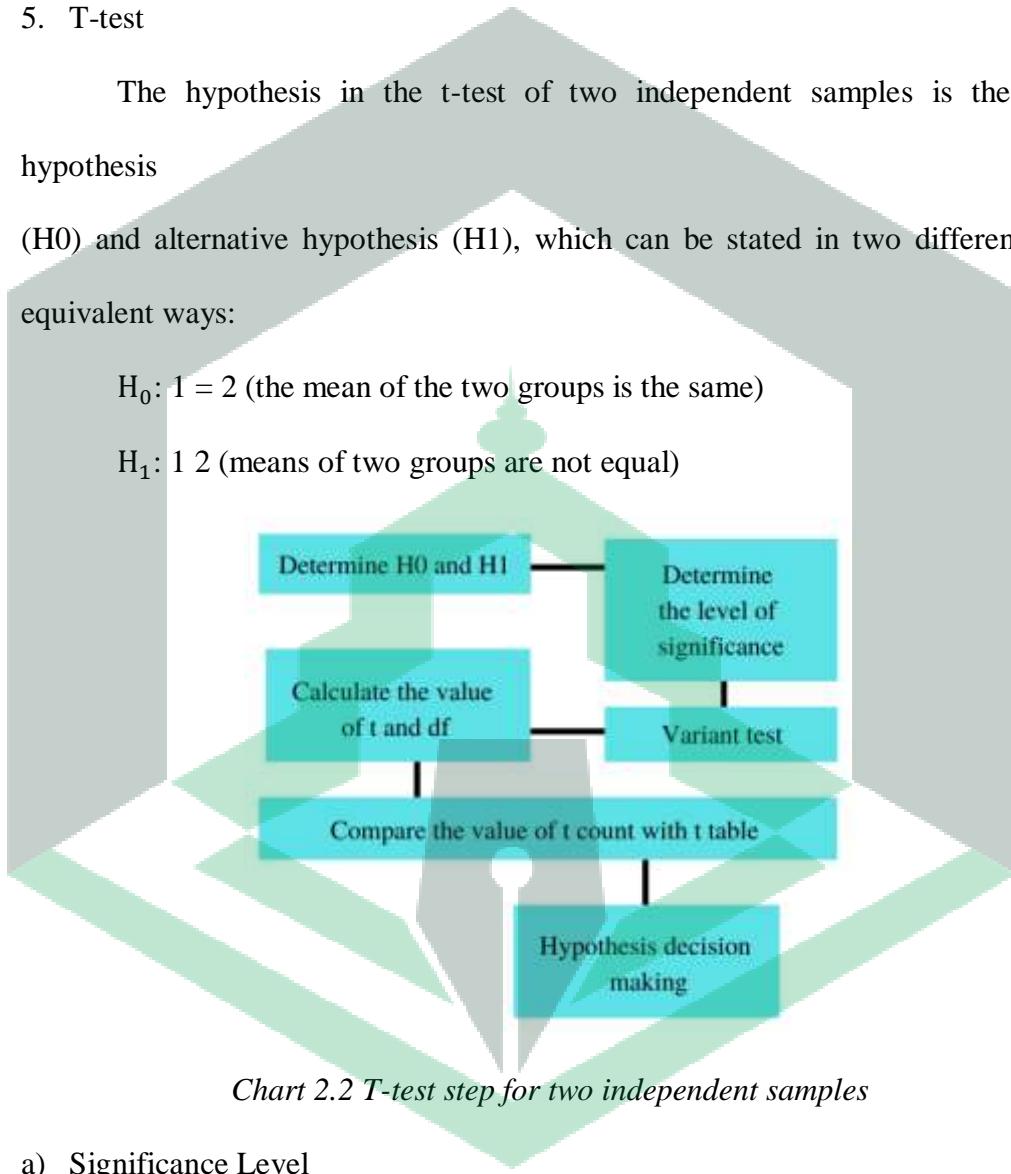
5. T-test

The hypothesis in the t-test of two independent samples is the null hypothesis

(H_0) and alternative hypothesis (H_1), which can be stated in two different but equivalent ways:

$H_0: 1 = 2$ (the mean of the two groups is the same)

$H_1: 1 \neq 2$ (means of two groups are not equal)



a) Significance Level

The value is the probability of making a type I error. Type I error is the error of rejecting H_0 , even though H_0 is correct. Determination of this significance level varies according to the wishes of the researcher. The commonly used values of are 0.05 (5%) and 0.01 (1%). The value of is a limitation in

determining the decision-making of the hypothesis test.

b) Variant Homogeneity

1. Assuming the same variance, $p\text{-value} > H_0$ is accepted
2. The assumption of contention is not the same, the $p\text{-value} < H_0$ is rejected

c) Test Statistics (t)

The statistical test used is following the assumption of variance. The null and alternative hypotheses are the same in both statistical tests according to the variance assumption.

d) Decision-making

The basis for decision making a two-sample t-test free to measure whether or not the difference in the mean of the two groups tested is based on :

Comparing t count with t table.

1. Value of t count $>$ value of t table then H_0 is rejected.
2. Value of t count $<$ value of t table then H_0 is accepted.

H. Validity and Reliability

In instrument validation, the researcher also consulted about the instruments tested with lecturers who are experts in speaking and teaching English. The test in this study has fulfilled the validity content because the test material is taken from the topic in the RPS (Semester Learning Plan) Speaking for Formal Setting in the second semester.

Researchers found reliability in the use of tests which will later be calculated using SPSS 22. And from the results of the test, the test has passed expert lecturers' trials in their assessment.

BAB IV

FINDINGS AND DISCUSSIONS

A. Finding of the Research

The researcher conducted three assessments to collect student data: accuracy, fluency, and comprehensibility.

1. The Score of Accuracy Pre-test and Post-test

Table 4.1 The Score of Accuracy Pre-test and Post-test

Students	Pre-test	Post-test
S1	1	2
S2	1	2
S3	1	2
S4	1	2
S5	1	2
S6	2	3
S7	2	3
S8	2	3
S9	2	3
S10	2	3
S11	1	2
S12	3	4
S13	3	4
S14	1	2
S15	2	3

Table 4.1 shows the result of students' accuracy in pre-test and post-test. 7 students got the lowest score (1), 6 got 2, and only 2 got 3. It indicated that the students' accuracy in speaking was very low in the pre-test. Meanwhile, after giving the post-test, the students' accuracy significantly increased. The data above proved that each student increased one point in the post-test.

2. The Score of Fluency Pre-test and Post-test

Table 4.2 The Score of Fluency Pre-test and Post-test

Students	Pre-test	Post-test
S1	2	3
S2	2	3
S3	2	3
S4	2	3
S5	2	3
S6	3	4
S7	2	3
S8	2	3
S9	2	3
S10	2	3
S11	2	3
S12	2	3
S13	3	4
S14	2	3

S15	2	3
-----	---	---

Table 4.2 illustrates the result of students' fluency in pre-test and post-test.

13 students got the lowest score (2), and 2 got 3. It indicated that the students' fluency in speaking was very low in the pre-test. Meanwhile, after giving the post-test, the students' fluency significantly increased. The data above proved that each student increased one point in the post-test.

3. The Score of Comprehensibility Pre-test and Post-test

Table 4.3 The Score of Comprehensibility Pre-test and Post-test

Students	Pre-test	Post-test
S1	2	3
S2	2	3
S3	2	3
S4	2	3
S5	2	3
S6	2	3
S7	2	3
S8	1	2
S9	1	2
S10	2	3
S11	2	3
S12	2	3
S13	3	5

S14	2	3
S15	3	4

Table 4.3 shows the result of students' comprehensibility in pre-test and post-test. 2 students got the lowest score (1), 11 got 2, and 2 got 3. It indicated that the students' comprehensibility was quiet in the pre-test. Meanwhile, after giving the post-test, the students' comprehensibility significantly increased. The data above proved that 14 students increased one point, and a student increased 2 points in the post-test.

The research findings describe the result of the data analyzed statistically and tabulating data. It comprised the students' scores in pre-test and post-test, the classification percentage of students' scores in pre-test and post-test, and the mean score and t-test of the students' pre-test and post-test.

4. The Score of Students' Speaking Skills in Pre-test

Pre-test. In this section, the researcher shows the students' complete scores in speaking skills (accuracy, fluency, and comprehension) on the pre-test, the students' mean and t-test scores, and the percentage level of students' speaking scores in the class. Researchers have presented it in a table and calculated the score using SPSS 22. SPSS 22 can make it easier for researchers and readers to see the results of processing the data that has been studied.

For more clearly, at first, the research would show the complete students' score speaking ability of accuracy, fluency, and comprehensibility in a pre-test. The following table tabulated it:

Table 4.4 The Score of Students' Speaking Skills in Pre-test

Students	Pre-test			Total	Score of Test
	Accuracy	Fluency	Comprehensibility		
S1	1	2	2	5	33.3
S2	1	2	2	5	33.3
S3	1	2	2	5	33.3
S4	1	2	2	5	33.3
S5	1	2	2	5	33.3
S6	2	3	2	5	33.3
S7	2	2	2	5	33.3
S8	2	2	1	5	33.3
S9	2	2	1	5	33.3
S10	2	2	2	7	46.7
S11	1	2	2	5	33.3
S12	3	2	2	8	53.3
S13	3	3	3	9	60
S14	1	2	2	6	40
S15	2	2	3	7	46.7
Mean				38,647	

Based on the results in table 4.1, there are 15 students with points based on the classification of assessment (accuracy, fluency, and comprehensibility). Where on the accuracy, 7 students get 1 point, 6 students get 2 points, and 2 students get

3 points. In fluency, 13 students get 2 points, and 2 students get 3 points. And on comprehensibility, 2 students get 1 point, 11 students who get 2 points, and 3 students who get 3 points. So there are 10 students with a total of 5 (33.3) as well as the lowest score in the pre-test assessment, 1 student with a total of 6 (40), 2 students with a total of 7 (46.7), 1 student with 8 (53.3), and 1 student with 9 (60) as well as the highest score in the pre-test.

Table 4.5 The result of students' speaking skill in pre-test

Range of Score	Categorize	N	Percentage
81 – 100	Excellent	0	0%
61 – 80	Good	0	0%
41 – 60	Average	4	26.7%
21 – 40	Poor	11	73.3%
< 20	Bad	0	0%
The total of N = 15			100%

The table illustrates 4.5 that from the total data (N) of 15, there are 0% of students who are in the excellent and good categories, 4 (26.7%) students are in the average category with a score range of 41-60, and there are 11 (73.3%) students in the poor category with a score range of 21-40. The highest category of the pre-test is average and the lowest category is excellent, good, and bad.

Table 4.6 Minimum and Maximum Score of Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	15	33,3	60,0	38,647	11,1230
Valid N (listwise)	15				

Table 4.6 states that the minimum pre-test results are 33,3 and the maximum 60. Where the student means is 40,445 with a standard deviation of 11,1230.

a) Mean Score

Speaking skills consist of three aspects; accuracy, fluency, and comprehensibility. So in this section, the researcher presents and tabulates the students' speaking ability mean score. In the pre-test table, there are 15 samples of students from 72 populations majoring in English education in the second semester.

Table 4.7 Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Score	15	100,0%	0	0,0%	15	100,0%

The case processing summary table for students' scores in cases included 100%, excluded 0.0%, and the total of both is 100%.

Table 4.8 Report

Mean	N	Std. Deviation
38,647	15	8,8160

The report table 4.8 shows that the total data (N) equals 15, resulting in a mean of 38,647 and a standard deviation of 8,8160.

b) T-test

The following are the results of the t-test from the students' pre-test using SPSS 22:

Table 4.9 One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Score	15	38,647	8,8160	2,2763

The one-sample statistic table shows that the total data is 15 with a standard error of the mean equal to 2,2763.

Table 4.10 One-Sample Test

	Test Value = 0				
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower Upper
Score	16,978	14	,000	38,6467	33,675 43,589

The table illustrates that df equals 14 with t (16,978). It means the difference is 38,6467. In addition, the 95% confidence interval of the difference is lower (33,675) and upper (43,589).

5. The Score of Students' Speaking Skills in Post-test

In this part, the researcher illustrates the table of the complete scores of students in speaking ability (accuracy, fluency, and comprehensibility) in post-test, the mean score and t-test of students, and the rate percentage of students'

speaking scores in post-test. The researcher would present them in the tables and calculate the score using SPSS 22. The following table tabulated it:

Table 4.11 The Score of Students' Speaking Skills in Post-test

Students	The Score of Students' Speaking Skills in Post-test			Total	Score of Test
	Accuracy	Fluency	Comprehensibility		
S1	2	3	3	8	53.3
S2	2	3	3	8	53.3
S3	2	3	3	8	53.3
S4	2	3	3	8	53.3
S5	2	3	3	8	53.3
S6	3	4	3	10	66.7
S7	3	3	3	9	60
S8	3	3	2	8	53.3
S9	3	3	2	8	53.3
S10	3	3	3	9	60
S11	2	3	3	8	53.3
S12	4	3	3	10	66.7
S13	4	4	5	13	86.7
S14	2	3	3	8	53.3
S15	3	3	4	10	66.7
Mean				59,100	

The results in table 4.11, show that there are 15 students with points based on the classification of assessment (accuracy, fluency, and comprehensibility). Regarding accuracy, 7 students get 2 points, 5 students get 3 points, and 2 students get 4 points. In fluency, 13 students get 3 points, and 2 students get 4 points. And on comprehensibility, 2 students get 2 points, 11 students get 3 points, 1 student get 1 point, and 1 student gets 1 point. So there are 9 students with a total of 8 (53.3) as well as the lowest score in the post-test assessment, 2 students with a total of 9 (60), 3 students with a total of 10 (66.7), and 1 student with 13 (86.7) as well as the highest score in the post-test.

Table 4.12 The result of students' speaking skills in post-test

Range of Score	Categorize	N	Percentage
81 – 100	Excellent	1	6.7%
61 – 80	Good	3	20%
41 – 60	Average	11	73.3%
21 – 40	Poor	0	0%
< 20	Bad	0	0%
The total of N = 15			100%

The table 4.12 explains that from the total data (N) of 15, there are 1 (6.7%) students in the excellent category with a score range of 81-100, 3 (20%) students in the good category with a score range of 61-80, 11 (73.3%) students are in the average category with a score range of 41-60, and 0% of students are in the poor and bad category. The highest category of students' post-test scores is average and the lowest is poor and bad.

Table 4.13 Minimum and Maximum Score of Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	15	53,3	86,7	59,100	9,9297
Valid N (listwise)	15				

Based on table 4.13, it can be stated that the minimum pre-test results are 53,3 and the maximum 86,7. Where the student means is 59,540 with a standard deviation of 9,9297.

a) Mean Score

Table 4.14 Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Score	15	100,0%	0	0,0%	15	100,0%

This table 4.14 discusses the case processing summary where it is known that the total sample or N is 15. In each case, 100% included and 0.0% excluded for assessment accuracy, fluency, and comprehensibility.

Table 4.15 Report

Mean	N	Std. Deviation
59,100	15	9,4090

The report table 4.15, shows that the total data (N) is equal to 15, resulting

in a mean of 59,100 and a standard deviation of 9,4090.

b) T-test

Table 4.16 One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Score	15	59,100	9,4090	2,4294

The one-sample statistic table 4.16, shows that the total data is 15 with a standard error of the mean equal to 2.5638.

Table 4.17 One-Sample Test

	Test Value = 0				
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower Upper
Score	24,327	14	,000	59,1000	53,889 64,311

In the table 4.17, it is illustrated that df is equal to 14 with t (24,327). It is also known that the mean difference is 59,1000. In addition, the 95% confidence interval of the difference is lower (53,889) and upper (64,311).

6. Pre-test and Post-test Comparison

After collecting the data, a comparison between the pre-test and post-test was calculated to see the significance of the effect of the application used in the learning process using SPSS 22.

Table 4.18 Minimum and Maximum Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	15	33,3	60,0	38,647	11,1230
Post-test	15	53,3	86,7	59,100	9,9297
Valid N (listwise)					

Based on table 4.18, it can be stated that there is an increase in the students' pre-test and post-test results, where the minimum post-test results are 53,3 and maximum 86,7 while the minimum pre-test results are 33,3 and maximum of 60.

Table 4.19 Case Processing Summary

	Cases				Total	
	Included		Excluded			
	N	Percent	N	Percent		
Pre-test	15	100,0%	0	0,0%	15	100,0%
Post-test	15	100,0%	0	0,0%	15	100,0%

This table 4.19 discusses the case processing summary where it is known that the total sample or N is 15, in each case, 100% included and 0.0% excluded for assessment accuracy, fluency, and comprehensibility.

Table 4.20 Report

	Pre-test	Post-test
Mean	38,647	59,100
N	15	15
Std. Deviation	8,8160	9,4090

In the report table 4.20, it is known that the total data (N) is equal to 15, resulting in a mean of the report are pre-test (59,540) and post-test (59,100), and a standard deviation of pre-test (8,8160) and post-test (9,4090).

Table 4.21 One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	15	38,647	8,8160	2,2763
Post-test	15	59,100	9,4090	2,4294

The one-sample statistic tables 4.21 shows that the total data is 15 with a standard error of the mean equal to 2,2763 in pre-test and 2,4294 in post-test.

Table 4.22 One-Sample Test

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
Pre-test	16,978	14	,000	38,6467	33,765	43,529
Post-test	24,327	14	,000	59,1000	53,889	64,311

The table 4.22, illustrates that df is equal to 14 with t (16,978) in pre-test and (24,327) in post-test. It is also known that the mean difference is 38,6467 in pre-test and 59,1000 in post-test. In addition, the 95% confidence interval of the difference are lower pre-test (34,285) and upper (46,604) and lower post-test (53,889) and upper (64,311).

Table 4.23 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	38,647	15	8,8160	2,2763
	Post-test	59,100	15	9,4090	2,4294

In the paired samples statistics table 4.23, we know that the total data is 15 with pair 1, the mean post-test is 59.100, which is higher than the pre-test, which is 38.647, so the standard deviation of the pre-test is 8.8160, and the post-test is 9.4090. Also, the mean standard error of the pre-test is 2.2763, and the post-test is 2.4294.

Table 4.24 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	15	,255	,359

The paired sample correlation in the pre-test and post-test correlations shows a correlation coefficient of 0.255. The students' speaking test results before and after treatment showed a significant (Sig.) 0.359. Because the considerable value is $0.359 > \text{probability } 0.05$, there is a difference between the pre-test and

post-test using SpeechWay application in the treatment.

Table 4.25 Paired Samples Test

Paired Differences								
Pair	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
1	Pre-test - Post-test	-20,4533	11,1342	2,8748	-26,6193	-14,2874	-7,115	14 ,000

Testing Requisite Hypothesis:

- If $\text{Sig. (2-tailed)} < 0.05$, then H_0 rejected, and H_1 accepted
- If $\text{Sig. (2-tailed)} > 0.05$, then H_0 accepted, and H_1 rejected

Based on table 4.22 above, the researcher found that t_c (t_{count}) = 7,115 and df (degree of freedom) = 14 with the value of t_t (t_{table}) = 2,144 used the standard of significant 0.05 (5%)

$$7,115 > 2,144$$

According to the result of the data above, the t count was higher than the t table ($t_c > t_t$) which means the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. It shows an effect of the treatment process to pre-test and post-test by using SpeechWay application. It can be concluded that using Speaking in a formal setting, especially in monologues effectively improved the students speaking skills in the second semester in the English Education

Department of State Islamic Institute of Palopo.

B. Discussions

This study aims to determine whether using the SpeechWay application can increase 2nd-semester students in the English Education Department at State Islamic Institute of Palopo. The findings show that the mean score obtained by students from the pre-test is 38.647 (poor), while the average score in the post-test is 59.100 (good). The results indicate that the post-test results after the experimental treatment are much higher than the pre-test. Value of Sig. (2-tailed) is $0.000 < 0.05$ which means the null hypothesis (H_0) is rejected. Then, the alternative hypothesis (H_1) it is accepted that using the SpeechWay application in teaching effectively increases students' speaking skills in the second semester in the English Education Department of the State Islamic Institute of Palopo.

The research process begins with a pre-test before carrying out the learning process, which has been carried out for five meetings using short videos by bringing the Speaking for the formal setting material. Then the students did a post-test to see the learning outcomes from the previous treatment. In this study, the researcher had 15 students who took the pretest, treatment, and post-test.

In line with Risawati (2020), there is a positive response from students and English teachers regarding implementing these measures.¹⁹ Learners will be able to hear and see scripts running on the screen, and this program is easy to operate and can be repeated how many times we want. Learning using the online system has also proven effective in increasing learning, student activity, performance

¹⁹ Risawati, U. (2020). The Use Of Voice of America (Voa) Learning English Application to Improve Student's Speaking Ability for the Eighth Graders of MTsN 2 Tulungagung (In Academic Year 2019/2020). p.59.

indicators, learning processes, increased completeness scores, and decreased number of incomplete and success indicators (Syakur, 2020).²⁰ In addition, Asadi's opinion (2017) also relates to research results that using teleprompter media can increase students' self-confidence, reduce anxiety levels, and are easier to operate compared to using notes which tend to break the presenter's focus on the audience.²¹

Some of the obstacles encountered during the treatment were:

1. Students' English mastery is still in the primary category
2. Some students still miss pronunciation
3. Unstable network

Some of the efforts made to minimize some of the obstacles experienced by students are as follows:

1. Students are given examples first and get used to listening to things related to the material being taught.
2. Words that are still foreign to them are given examples or looked for references on how to pronounce them before the next class starts.
3. Students are allowed to practice alternately conditioned by the stability of the network.

The researchers asked what they knew about the "Speaking for a formal setting" course and whether anyone had ever given a public speech or had only

²⁰ Syakur (2020). Improving English Language Speaking Skills Using "Absyak" On-Line Learning Model for Second Semester in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 684-694.

²¹ Asadi (2017, November). IntelliPrompter: speech-based dynamic note display interface for oral presentations. In *Proceedings of the 19th ACM International Conference on Multimodal Interaction* (pp. 172-180).

studied it in person. Then, the researcher gave some text to be entered into the SpeechWay application later. Furthermore, students practice using the application, and in the production section they record themselves practicing the material being taught.

After completing the treatment, the researcher improved in the students through the pre-test and post-test. Some of the developments that exist in students are as follows:

1. In the pre-test, students prefer the text chosen by their friends and follow the pronunciation without knowing whether it is correct or not. Meanwhile, in the post-test, the choice of selected texts became varied, and some even spoke using the reader they had improved.
2. Students master the way to speak and are more fluent than before. It is because they make a video at the end of each lesson. So, students are more likely to see the video as a repetition material.
3. In speaking in front of them, they look more expressive because there is no worry about being wrong or forgetting to mention a sentence.

Based on the explanation above, it is known that the use of the SpeechWay application can help students increase interest in learning, self-confidence, and also fluency in speaking English, especially monologues in speaking for formal settings.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion in the previous chapter, the researcher concludes that the use of SpeechWay application at the second semester of English Education Department at State Islamic Institute of Palopo, especially in speaking for formal settings in a monologue, can be seen after doing the treatment. The results showed that there was a significant difference between the students' average scores in the pre-test and post-test after calculating SPSS 22. the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted that the SpeechWay application effectively increases speaking skills at the second semester of English Education Department at State Islamic Institute of Palopo.

B. Suggestions

The following are some suggestions that can be used as learning for both teachers, students, and further researchers:

1. Suggestion for the Teacher

As a teacher, it is better to use learning methods that are more interesting, creative, and related to the latest trends spreading among students. Students can adapt more quickly and not feel pressured to learn new things. Therefore, it is also better for the teaching staff to make the material presented flexible or can be used online or offline to adapt to uncertain situations and conditions.

2. Suggestion for the Students

As a student, you should be able to take full advantage of all the facilities provided or owned, trying to make things you like related to something learned in formal education or other items. As in the case of technological developments, it can be an excellent place to learn and access more material for science and knowledge quickly.

3. Suggestion for the next Researchers

The next researcher can continue this research in order to get a more significant improvement in students' speaking skills. In addition, it can adapt to technological developments, existing trends, and the needs of students in the future.

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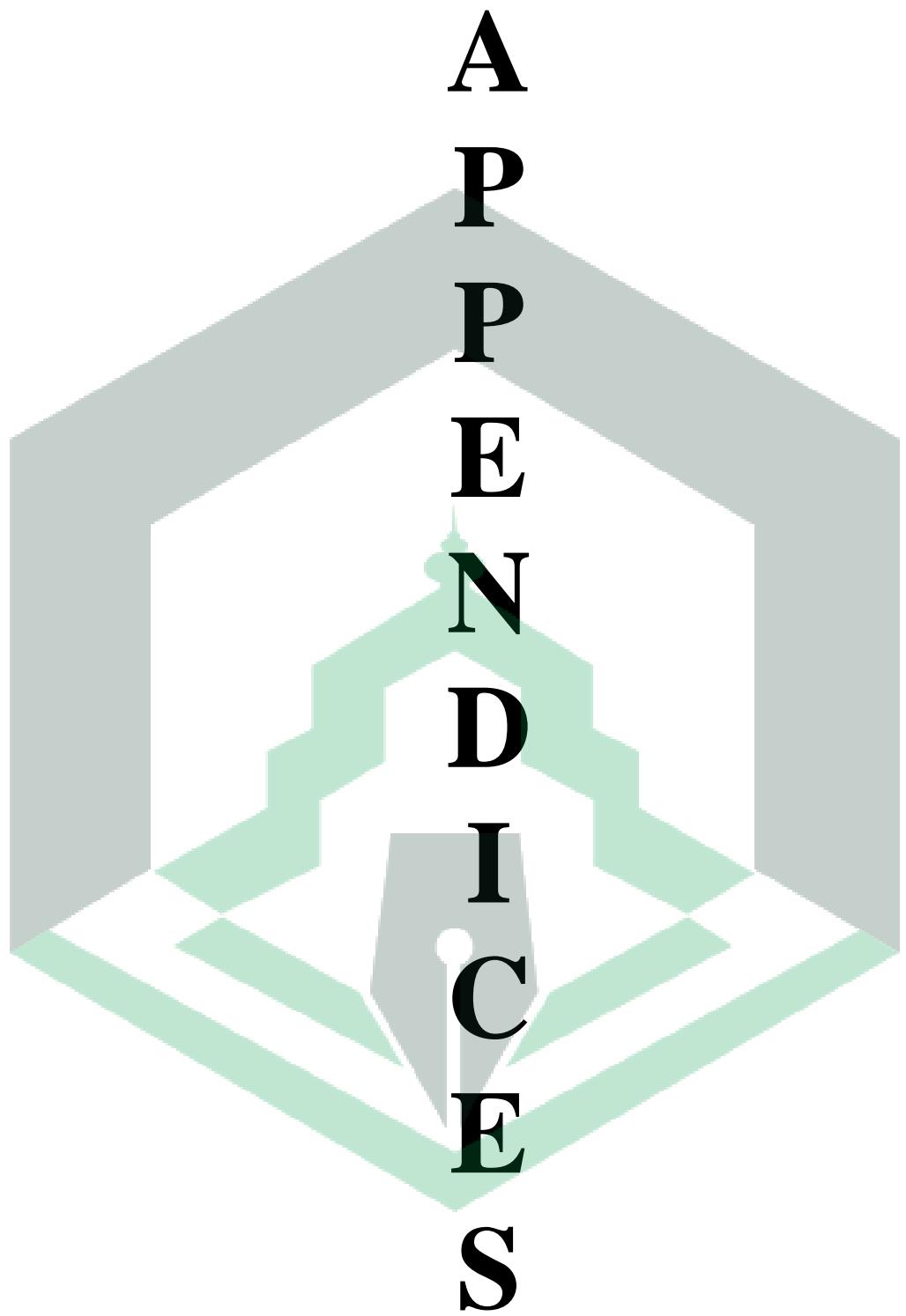
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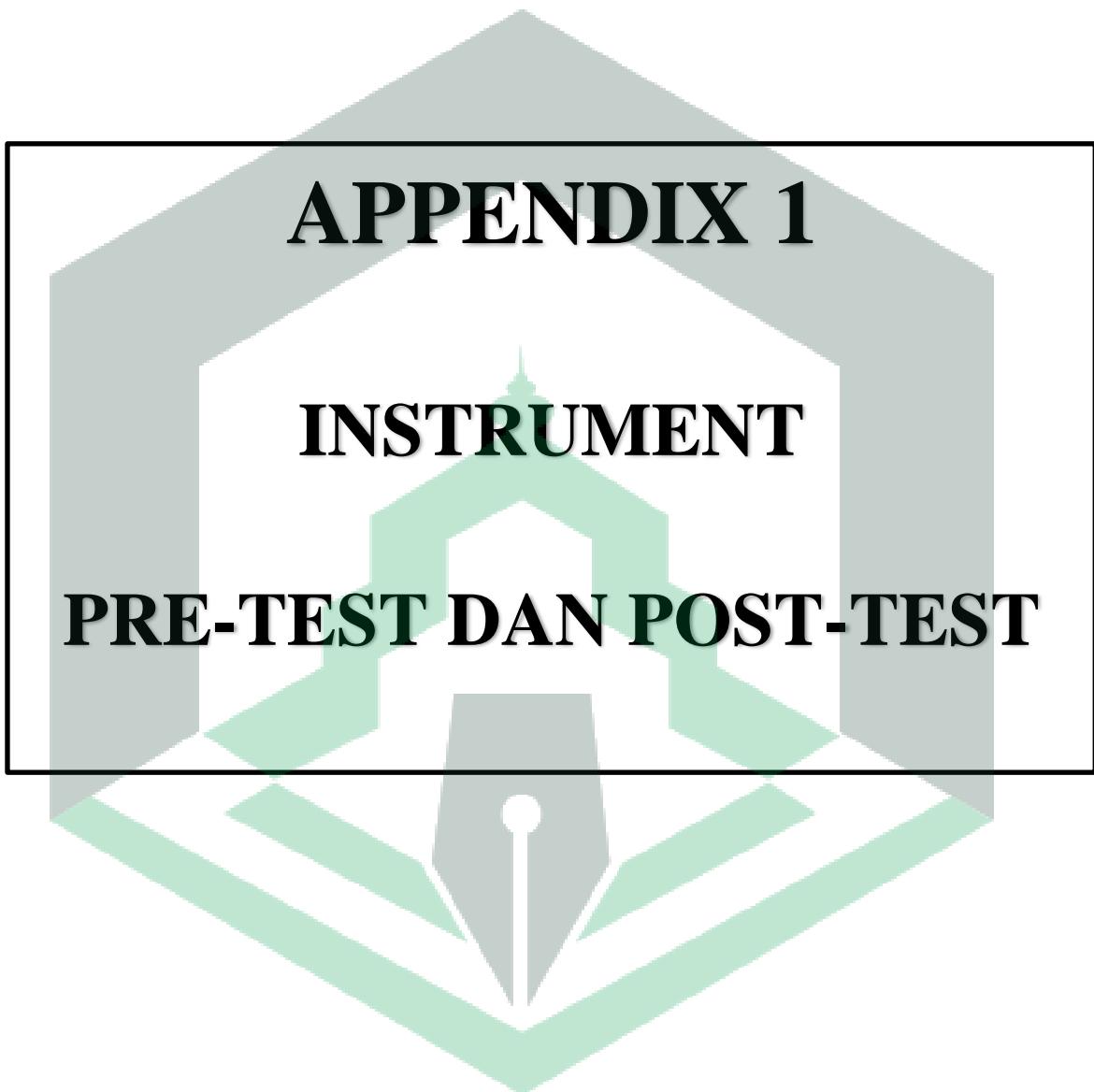
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APPENDIX 1

INSTRUMENT

PRE-TEST DAN POST-TEST

INSTRUMENT PRE-TEST OF SPEAKING SKILL

In the Pre-Test, the researcher gives the topic “Opening speech for formal setting”

Direction:

➤ Please choose one of the opening for formal settings that you know or practice one of the options below

1. *Opening Speech 1*

Assalamu'alaikum Warahmatullahi Wabarakatuh

First of all, thank Allah SWT who has always given us health, blessing, and salvation. So that, we can be here without trouble at all.

Secondly, may Salawat and salam for our Prophet Muhammad SAW who always gives goodness in the world.

Thirdly, I'd like to thank MC and the people here who have allowed me to speak in front of you. Well, I would like to say welcome to

Assalamu'alaikum Warahmatullahi Wabarakatuh

Pertama-tama puji syukur kehadirat Allah SWT yang selalu memberikan kesehatan, berkah, dan keselamatan bagi kita semua. Sehingga, kita bisa berada di sini tanpa kesulitan sama sekali.

Kedua, sholawat dan salam untuk junjungan kita Nabi Muhammad SAW yang selalu memberikan kebaikan di dunia.

Ketiga, saya ingin mengucapkan terima kasih kepada MC dan orang-orang di sini yang telah memberi saya kesempatan untuk berbicara di depan Anda semua. Nah, saya ingin mengucapkan selamat datang di

2. *Opening Speech 2*

Assalamu'alaikum Warahmatullahi Wabarakatuh

All praise be to Allah SWT who has given us all salvation and blessing in Life.

The Lord who created this world. I'll never forget to Salawat and salam to our beloved Prophet Muhammad SAW who was loved by Allah SWT and saved people's life from destruction in the safety, that's the right path of Allah SWT.

In this chance, I give thanks to the MC who has allowed me the opportunity to speak in front of the audience.

Now, I would like to say about

Assalamu'alaikum Warahmatullahi Wabarakatuh

Segala puji bagi Allah SWT yang telah memberikan kita semua keselamatan dan berkah dalam Hidup. Tuhan yang menciptakan dunia ini. Tak lupa shalawat dan salam kita haturkan kepada Nabi kita Muhammad SAW yang dicintai oleh Allah SWT dan menyelamatkan kehidupan manusia dari kehancuran dengan selamat, itulah jalan yang benar dari Allah SWT

Dalam kesempatan ini, saya mengucapkan terima kasih kepada MC yang telah memberikan saya kesempatan untuk berbicara di depan penonton.

Sekarang, saya ingin mengatakan tentang

3. Opening Speech 3

Assalamu'alaikum Warahmatullahi Wabarakatuh

May Allah SWT give us all salvation and blessing. Thanks to Allah SWT, we are still given health favor to be here. Do not forget, Salawat and greeting for our Prophet Muhammad SAW who taught their people goodness.

Then, I would like to say welcome to

Assalamu'alaikum Warahmatullahi Wabarakatuh

Semoga Allah SWT memberikan keselamatan dan keberkahan kepada kita semua. Puji syukur kehadiran Allah SWT karena kita masih diberikan nikmat kesehatan sampai disini. Tak lupa sholawat dan salam kita haturkan kepada Nabi kita Muhammad SAW yang telah mengajarkan kebaikan kepada umatnya.

Kemudian, saya ingin mengucapkan selamat datang di



INSTRUMENT POST-TEST OF SPEAKING SKILL

In the Post-Test, the researcher gives the topic “Opening speech for a formal setting.”

Direction:

➤ Please choose one of the openings for formal settings that you know or practice one of the options below

1. *Opening Speech 1*

Assalamu'alaikum Warahmatullahi Wabarakatuh

First of all, thank Allah SWT, who has always given us health, blessing, and salvation so that we can be here without trouble.

Secondly, may Salawat and salam for our Prophet Muhammad SAW, who always gives goodness in the world.

Thirdly, I'd like to thank MC and the people here who have allowed me to speak in front of you. Well, I would like to say welcome to

Assalamu'alaikum Warahmatullahi Wabarakatuh

Pertama-tama puji syukur kehadirat Allah SWT yang selalu memberikan kesehatan, berkah, dan keselamatan bagi kita semua. Sehingga, kita bisa berada di sini tanpa kesulitan sama sekali.

Kedua, sholawat dan salam untuk junjungan kita Nabi Muhammad SAW yang selalu memberikan kebaikan di dunia.

Ketiga, saya ingin mengucapkan terima kasih kepada MC dan orang-orang di sini yang telah memberi saya kesempatan untuk berbicara di depan Anda semua. Nah, saya ingin mengucapkan selamat datang di

2. *Opening Speech 2*

Assalamu'alaikum Warahmatullahi Wabarakatuh

All praise be to Allah SWT, who has given us all salvation and blessing in Life. The Lord who created this world. I'll never forget to Salawat and salam to our beloved Prophet Muhammad SAW, who was loved by Allah SWT and saved people's life from destruction in safety. That's the right path of Allah SWT.

In this chance, I give thanks to the MC who has allowed me the opportunity to speak in front of the audience.

Now, I would like to say about

Assalamu'alaikum Warahmatullahi Wabarakatuh

Segala puji bagi Allah SWT yang telah memberikan kita semua keselamatan dan berkah dalam Hidup. Tuhan yang menciptakan dunia ini. Tak lupa shalawat dan salam kita haturkan kepada Nabi kita Muhammad SAW yang dicintai oleh ALLAH SWT dan menyelamatkan kehidupan manusia dari kehancuran dengan selamat, itulah jalan yang benar dari Allah SWT

Dalam kesempatan ini, saya mengucapkan terima kasih kepada MC yang telah memberikan saya kesempatan untuk berbicara di depan penonton.

Sekarang, saya ingin mengatakan tentang

3. Opening Speech 3

Assalamu'alaikum Warahmatullahi Wabarakatuh

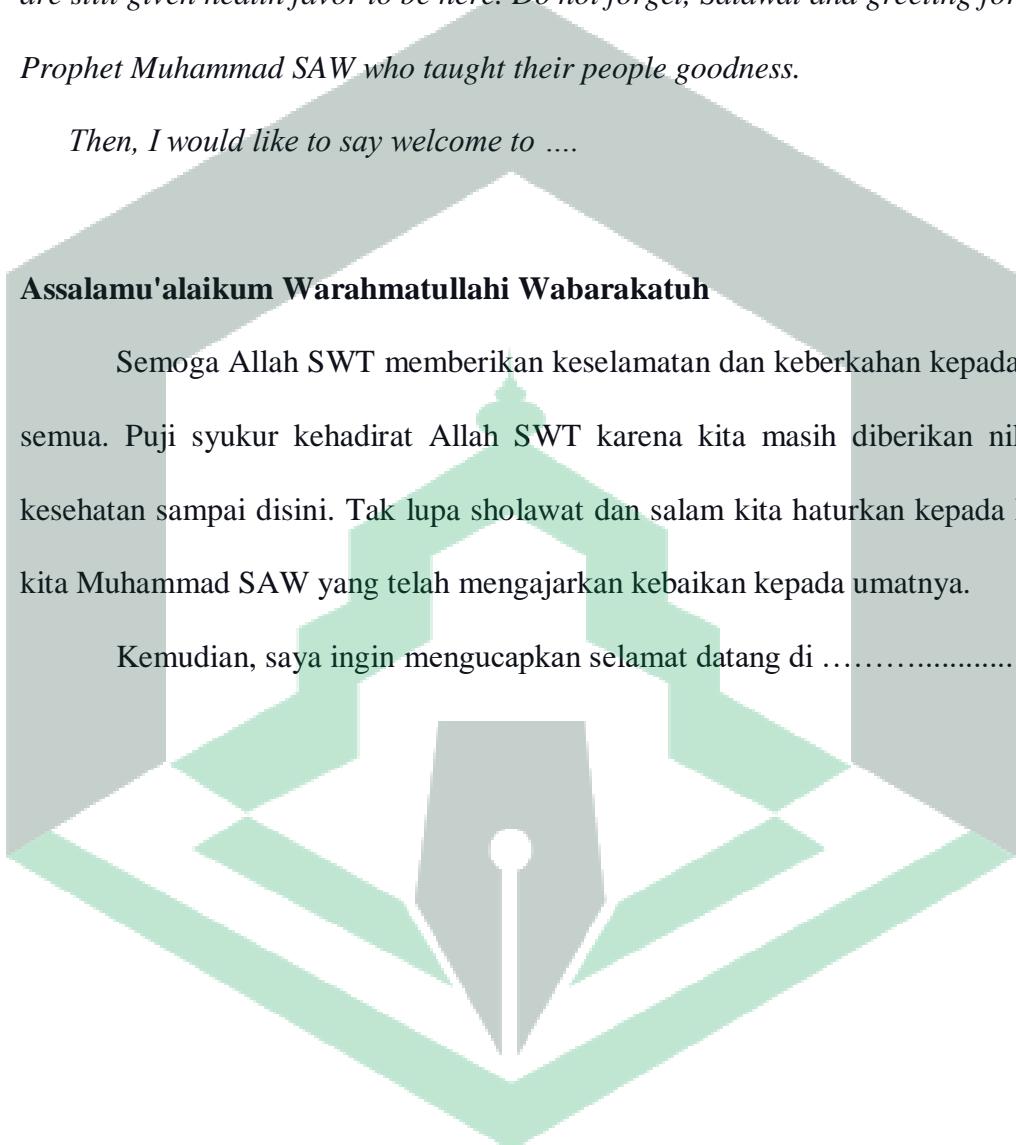
May Allah SWT give us all salvation and blessing. Thanks to Allah SWT, we are still given health favor to be here. Do not forget, Salawat and greeting for our Prophet Muhammad SAW who taught their people goodness.

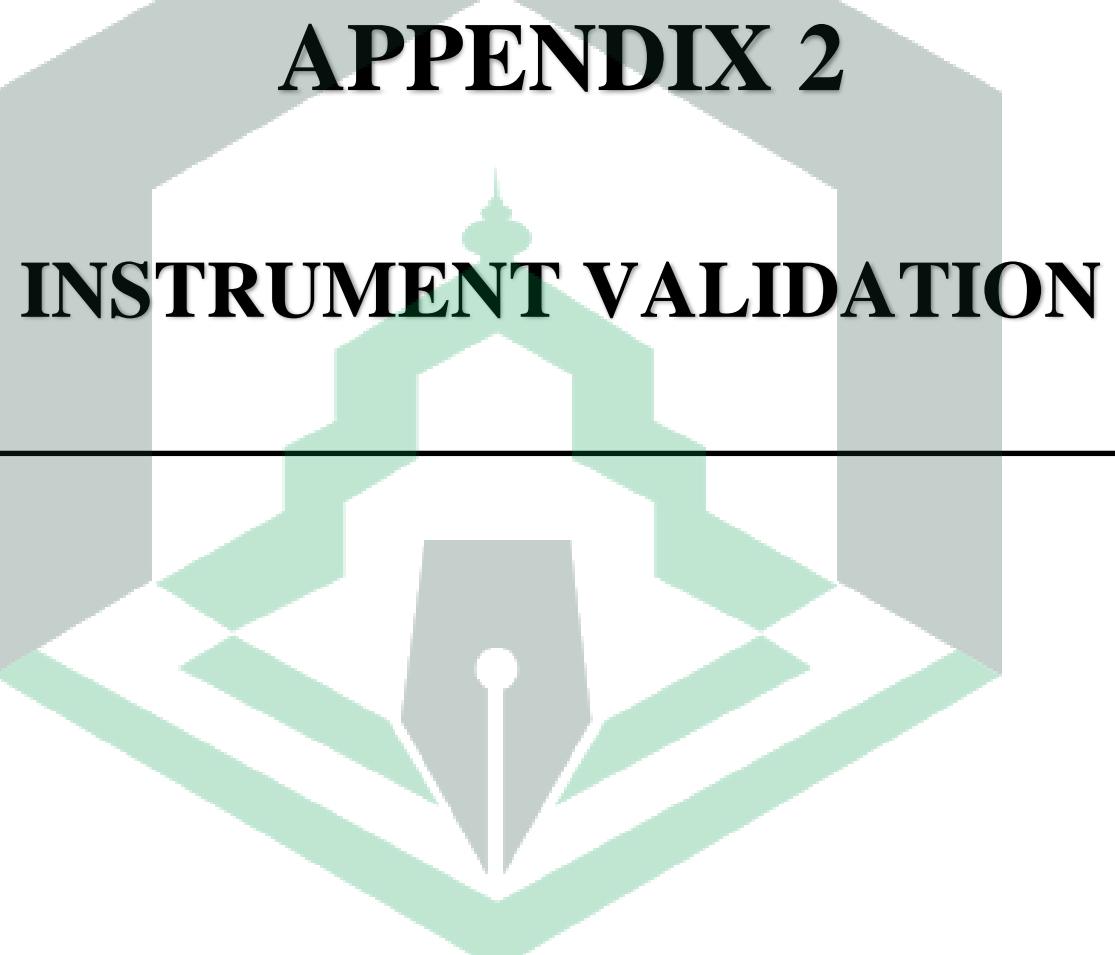
Then, I would like to say welcome to

Assalamu'alaikum Warahmatullahi Wabarakatuh

Semoga Allah SWT memberikan keselamatan dan keberkahan kepada kita semua. Puji syukur kehadiran Allah SWT karena kita masih diberikan nikmat kesehatan sampai disini. Tak lupa sholawat dan salam kita haturkan kepada Nabi kita Muhammad SAW yang telah mengajarkan kebaikan kepada umatnya.

Kemudian, saya ingin mengucapkan selamat datang di





APPENDIX 2

INSTRUMENT VALIDATION

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin Asmid, SS, M. Hum.
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAIN Palopo

Menyatakan bahwa soal *pre-test* dengan judul:

The Implementation of SpeechWay Application to Increase Students' Speaking Skill at the Second Semester in English Department of State Islamic Institute of Palopo

dari mahasiswa:

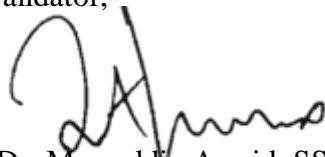
Nama : Sri Rahmiaty Sompa
Program Studi : Pendidikan Bahasa Inggris
NIM : 18 0202 0170

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator,



Dr. Masruddin Asmid, SS, M. Hum

NIP. 1980 0613 200501 1 005

*coret yang tidak perlu

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin Asmid, SS, M. Hum.
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAIN Palopo

Menyatakan bahwa soal *post-test* dengan judul:

The Implementation of SpeechWay Application to Increase Students' Speaking Skill at the Second Semester in English Department of State Islamic Institute of Palopo

dari mahasiswa:

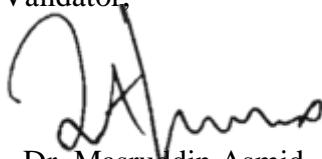
Nama : Sri Rahmiaty Sompa
Program Studi : Pendidikan Bahasa Inggris
NIM : 18 0202 0170

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

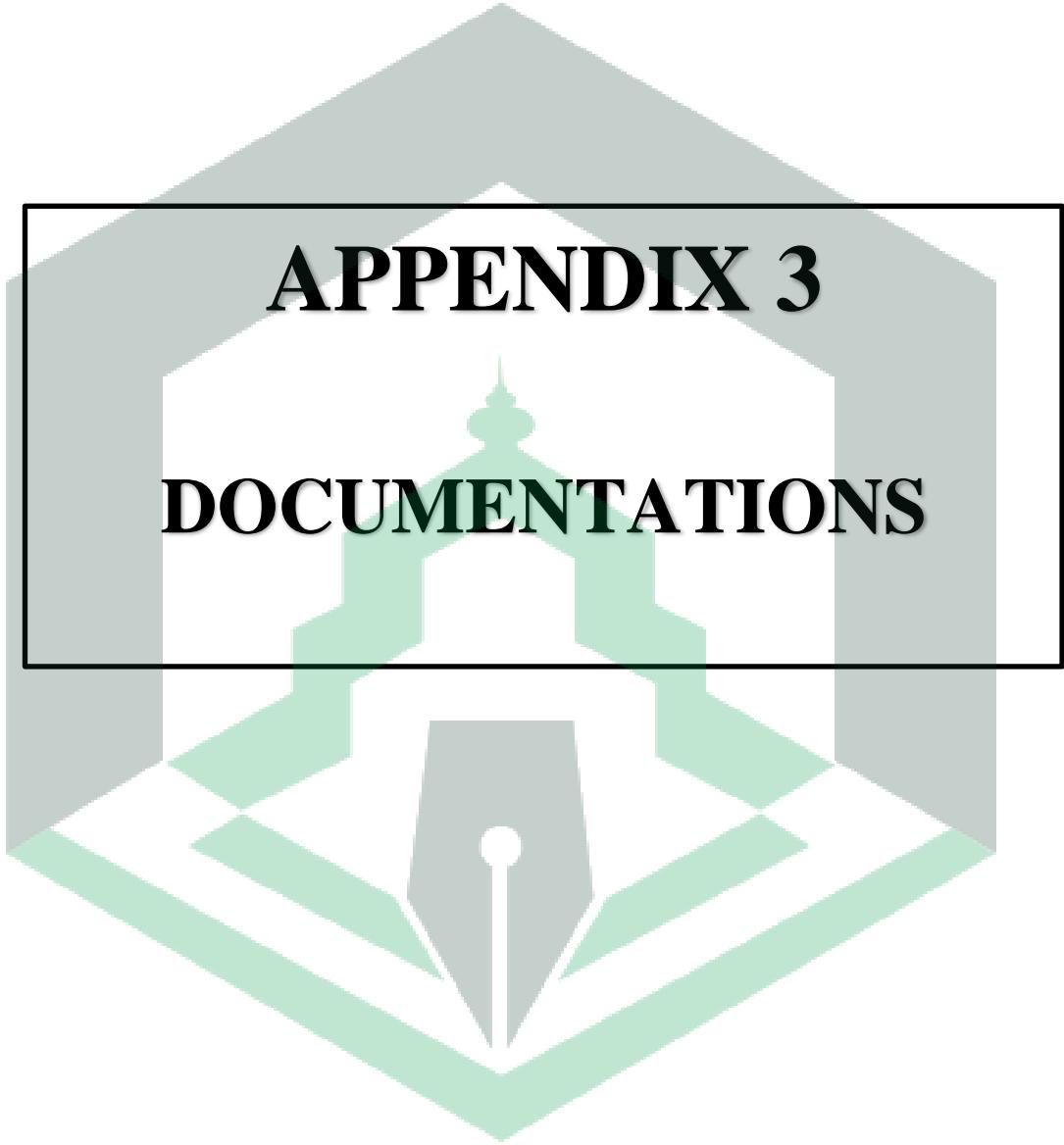
Validator,



Dr. Masruddin Asmid, SS, M. Hum.

NIP. NIP. 1980 0613 200501 1 005

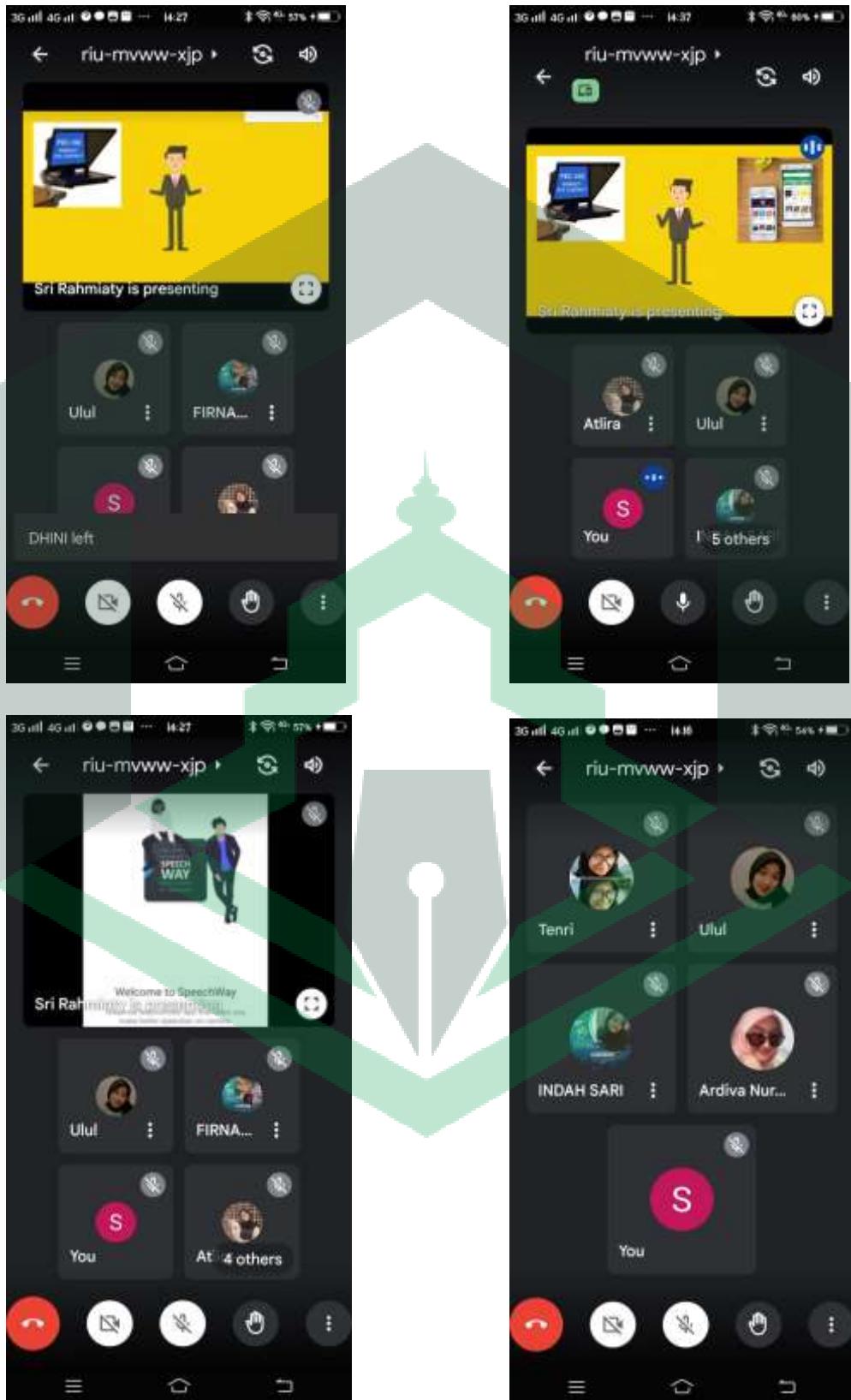
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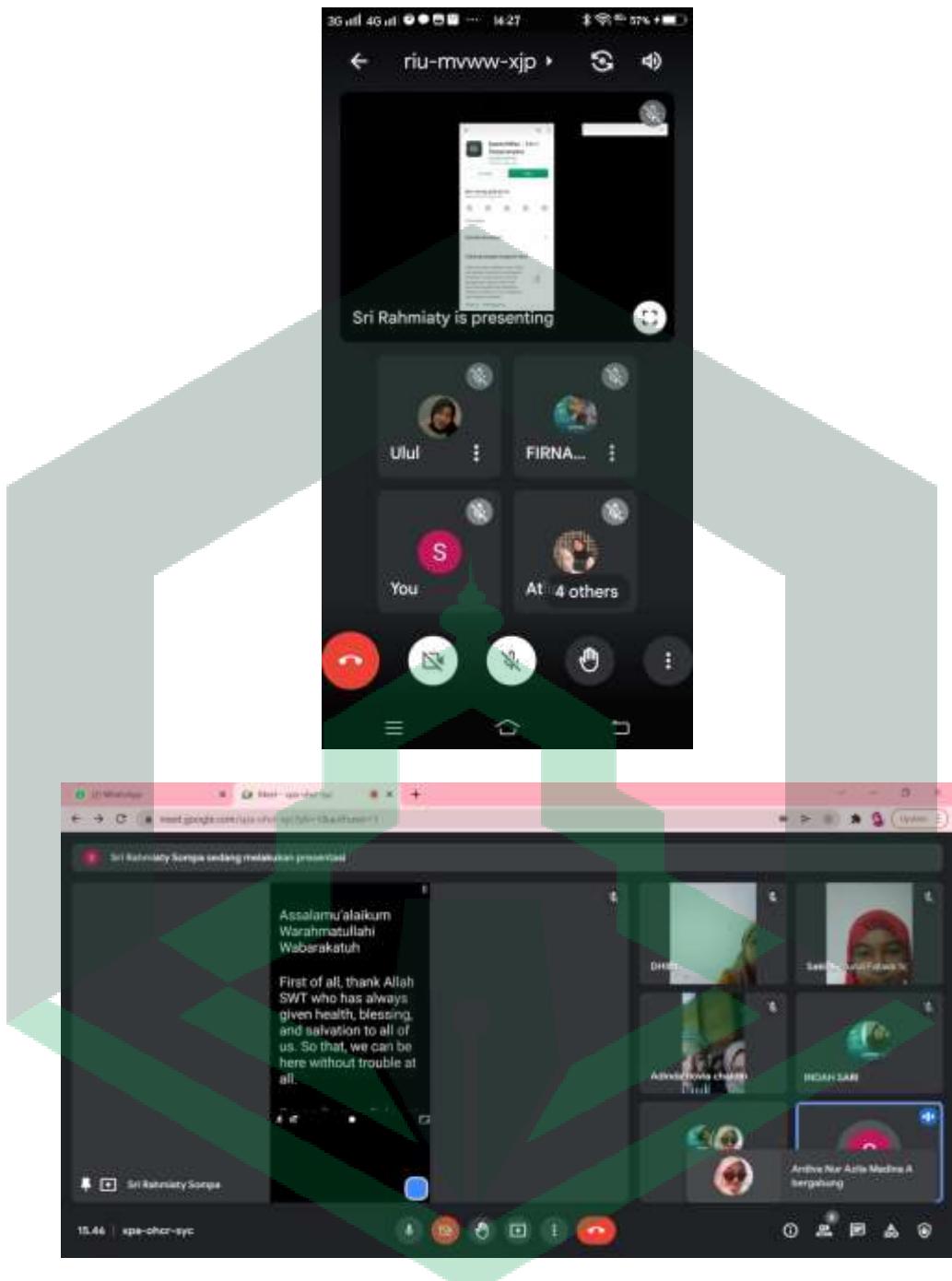


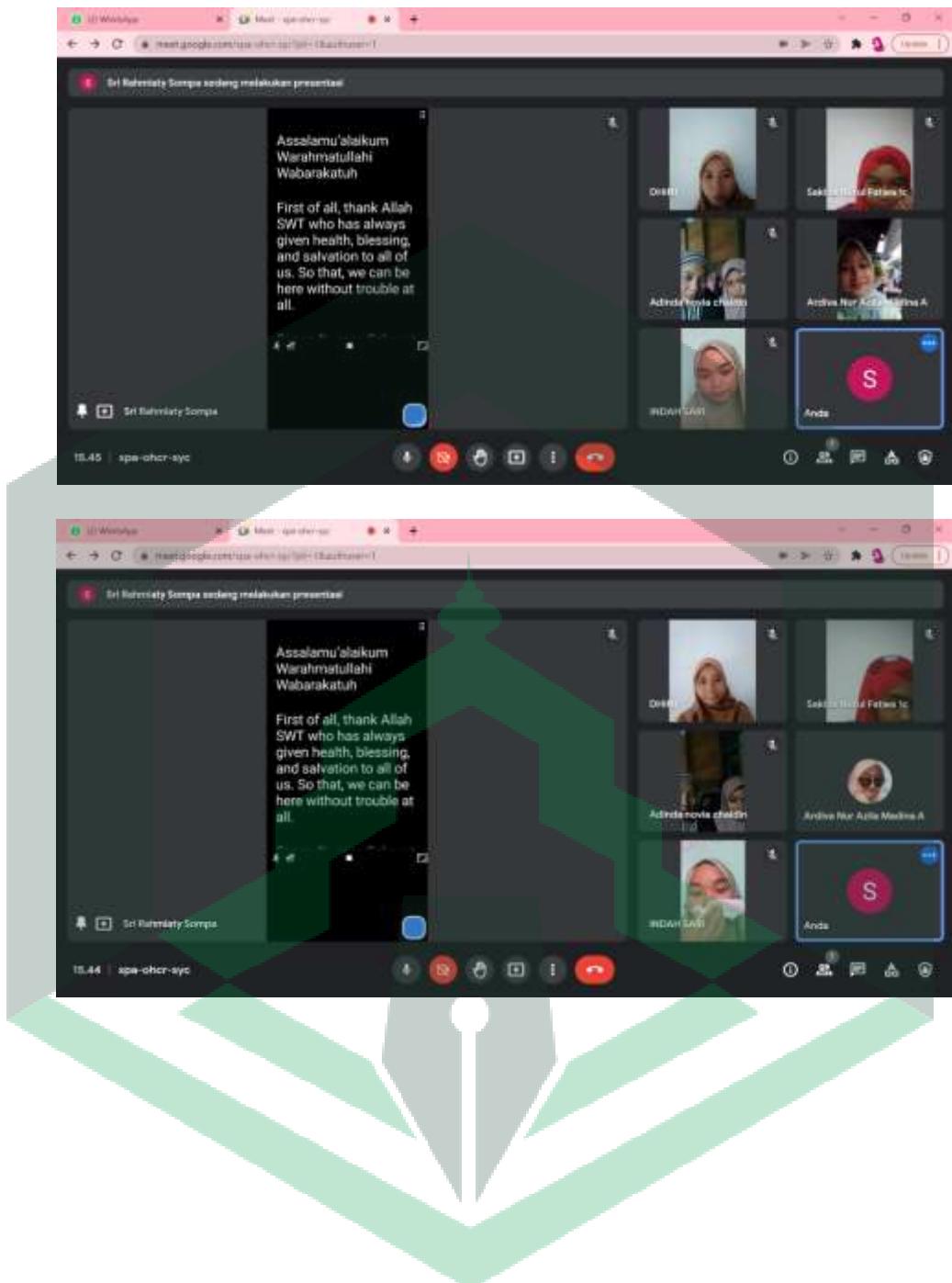
APPENDIX 3

DOCUMENTATIONS

Pictures: Teaching Learning Process with Google Meet







Assalamu/alaikum
Warahmatullahi
Wabarakatuh

First of all, thank Allah SWT who has always given health, blessing, and salvation to all of us. So that, we can be here without trouble at all.

Assalamu/alaikum
Warahmatullahi
Wabarakatuh

First of all, thank Allah SWT who has always given health, blessing, and salvation to all of us. So that, we can be here without trouble at all.

This is the end of my speech today. I hope we can take a good lesson from what I deliver today. I ask forgiveness for any words and behavior which are not supposed to be. Thank you for your kind attention today

APPENDIX 4

RPS
(RENCANA PEMBELAJARAN
SEMESTER)



RENCANA PEMBELAJARAN SEMESTER (RPS)
PROGRAM STUDI BAHASA INGGRIS
IAIN PALOPO

MATA KULIAH	KODE	RUMPUN	BOBOT (SKS)	SEMESTER	TANGGAL PENGESAHAN		
Speaking for Formal Setting			2	2			
OTORISASI		Dosen Pengembang RPS	Koordinator RMK	Ka PRODI			
		Mustika, S. Pd. M. Pd.	Syamsudarni, M.Ed.	Amalia Yahya, S. E., M. Hum.			
CAPAIAN PEMBELAJARAN	CPL-PRODI yang dibebankan pada MK						
	CPL1 (S02)	Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika;					
	CPL2 (P03)	Menguasai pengetahuan dan langkah-langkah berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Arab dan Inggris dalam perkembangan dunia akademik dan dunia kerja;					
	CPL3 (KK05)	Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Arab dan Inggris dalam perkembangan dunia akademik dan dunia kerja;					

	CPL4 (KU11)	Mampu berkomunikasi secara lisan dan tulisan dalam Bahasa Inggris secara efektif, empatik, dan santun dalam pelaksanaan tugas pembelajaran Bahasa Inggris di sekolah/madrasah, di instansi lain, dan di komunitas akademik maupun di masyarakat umum
Capaian Pembelajaran Mata Kuliah (CP-MK)		
	CPMK1	Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika; (CPL1)
	CPMK2	Menguasai pengetahuan dan langkah-langkah berkomunikasi lisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja sesuai konteks formal; (CPL2)
	CPMK3	Mampu berkomunikasi baik lisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja; (CPL3)
	CPMK4	Mampu berkomunikasi secara lisan secara efektif, empatik, dan santun dalam konteks formal baik itu di sekolah dan komunitas akademik. (CPL4)
Kemampuan akhir tiap tahapan belajar (Sub-CPMK)		
	Sub-CPMK1	Mampu berbicara menggunakan signposting
	Sub-CPMK2	Mampu membuka speech menggunakan hook
	Sub-CPMK3	Mampu membuka dan menutup speech (conclusion)
	Sub-CPMK4	Mengetahui perbedaan style debat British dan Asian dan mampu berdebat menggunakan kedua style tersebut
	Sub-CPMK5	Mampu menggunakan ekspresi-ekspresi dalam konteks mengajar
Korelasi CPMK terhadap Sub-CPMK		

		Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4	Sub-CPMK5					
CPMK1	✓	✓	✓	✓	✓	✓					
CPMK2											
CPMK3											
CPMK4											
Deskripsi Singkat MK	Mata kuliah ini dirancang untuk mengembangkan kemampuan siswa untuk berbicara bahasa Inggris di tingkat mahir: menggunakan fungsi bahasa dalam seminar, panel diskusi, acara publik, wawancara, laporan akademik, dan/atau debat parlemen.										
Pustaka	ama :	<ol style="list-style-type: none"> 1. Lucas, Stephen E. 2021. <i>The Art of Public Speaking</i>. New York: Mc. Graw-Hill. 2. Triastuti, Anita. 2006. <i>Path to Public Speaking</i>. Faculty of Language and Art, Yogyakarta State University. 3. Oral Communication Toolkit, Griffith University 4. Harmer, J. <i>Essential Teacher Knowledge (Core Concepts in English Language teaching)</i>. Pearson. 5. Harmer, J. 2007. <i>The Practice of English Language Teaching (Fourth Edition)</i>. England: Pearson Education Limited. 									
	ndukung :	<ol style="list-style-type: none"> 1. Dr. John Morley, 2018. <i>Academic Phrasebank</i>. The University of Manchester 2. AcademicEnglishUK 									
Media Pembelajaran	rangkat Lunak:	Power point, video, audio.		rangkat Keras:							
				D, magazine, poster, fake money.							
Tim Teaching	1. Syamsudarni, M.Ed. 2. Mustika, S. Pd., M. Pd.										
Mata Kuliah Syarat	Speaking for Daily Communication										

Mg Ke-	Sub CP-MK (Kemampuan Akhir yang Diharapkan)	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran [Estimasi Waktu]	Materi Pembelajaran [Pustaka]	Bobot Penilai an (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. 2	<ul style="list-style-type: none"> - The materials and methods presented during one semester can be connected to the students' needs. The students know relevance between subject and their needs. - Introduce the subjects 	<ul style="list-style-type: none"> - Connecting the students' needs to the RPS and introducing the subject. 	<ul style="list-style-type: none"> - Need analysis and introduction to the course 	Lecturing and students centre. [1x(2x45'')]	<ol style="list-style-type: none"> 1. Lucas, Stephen E. 2021. <i>The Art of Public Speaking</i>. New York: Mc. Graw-Hill. 2. Triastuti, Anita. 2006. <i>Path to Public Speaking</i>. Faculty of Language and Art, Yogyakarta State University. 3. Oral Communication Toolkit, Griffith University 	
2.	Students are able to distinguish the arrangement of opening, body and conclusion presentation.	Accuracy and comprehensibility in distinguishing the opening, body and conclusion of presentation	Accuracy, comprehensibility, and Fluency	Lecturing, Q and A	<ol style="list-style-type: none"> 1. Lucas, Stephen E. 2021. <i>The Art of Public Speaking</i>. New York: Mc. Graw-Hill. 2. Triastuti, Anita. 2006. <i>Path to Public</i> 	5

					<i>Speaking. Faculty of Language and Art, Yogyakarta State University.</i> 3. Oral Communication Toolkit, Griffith University	
3	Students are able to open the presentation well.	Accuracy in opening the presentation well using hook, such as story telling or question.	Accuracy, comprehensibility, and Fluency.	Lecturing, Q and A	1. Lucas, Stephen E. 2021. <i>The Art of Public Speaking</i> . New York: Mc. Graw-Hill. 2. Triastuti, Anita. 2006. <i>Path to Public Speaking</i> . Faculty of Language and Art, Yogyakarta State University. 3. Oral Communication Toolkit, Griffith University	5
4	Students are able to know and distinguish the using	Accuracy and Comprehensibility in	Accuracy, comprehensibility, and	Lecturing, Q and A	1. Lucas, Stephen E. 2021. <i>The Art of</i>	5

	of signposting in presentation.	using signposting.	Fluency.		Public Speaking. New York: Mc. Graw-Hill. 2. Triastuti, Anita. 2006. <i>Path to Public Speaking</i> . Faculty of Language and Art, Yogyakarta State University. 3. Oral Communication Toolkit, Griffith University	
5	The students are able to know the job of moderator, the speakers, how to use aids, how to open Q and A session in group presentation.	Comprehensibility in distinguishing and elaborating the job of moderator, the speakers, how to use aids, how to open Q and A session in group presentation.	Accuracy, comprehensibility, and Fluency.	Lecturing, Q and A	1. Lucas, Stephen E. 2021. <i>The Art of Public Speaking</i> . New York: Mc. Graw-Hill. 2. Triastuti, Anita. 2006. <i>Path to Public Speaking</i> . Faculty of Language and Art, Yogyakarta State University. 3. Oral Communication	5

					Toolkit, Griffith University	
6	The students are able to understand the debating styles and the differences.	Accuracy and Comprehensibility of explaining the distinguish between britih and american perliementary and the procedures.	Accuracy, comprehensibility, and Fluency.	Lecturing, Q and A	<p>1. Lucas, Stephen E. 2021. <i>The Art of Public Speaking</i>. New York: Mc. Graw-Hill.</p> <p>2. Triastuti, Anita. 2006. <i>Path to Public Speaking</i>. Faculty of Language and Art, Yogyakarta State University.</p> <p>3. Oral Communication Toolkit, Griffith University</p>	5
7	The students are able to know the teacher talk in classroom context	Comprehensibility in mentioning the teacher talks using in the classroom.	Accuracy, comprehensibility, and Fluency.	Lecturing, Q and A	<p>1. Harmer, J. <i>Essential Teacher Knowledge (Core Concepts in English Language teaching)</i>. Pearson.</p> <p>2. Harmer, J. 2007. <i>The Practice</i></p>	5

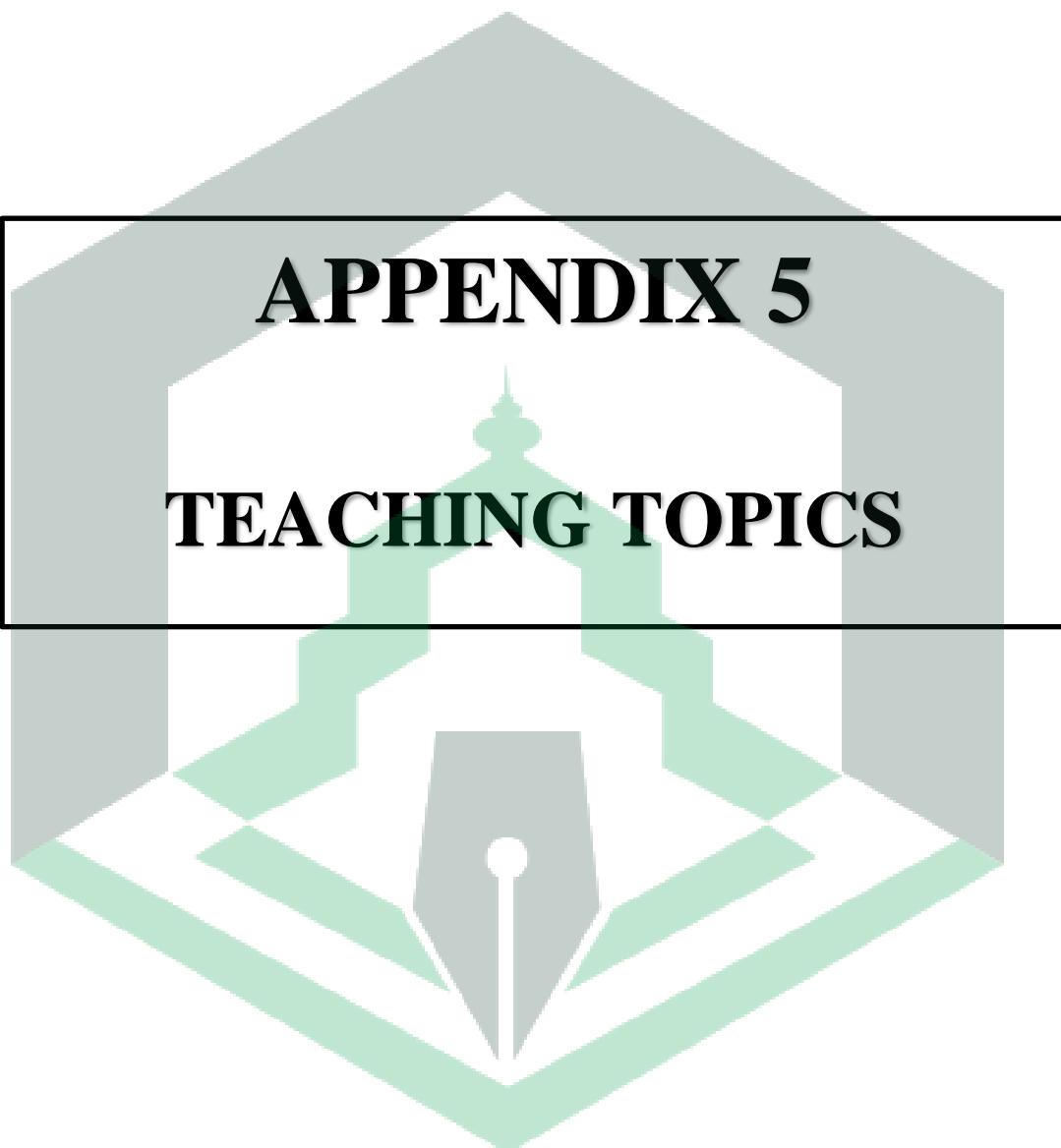
					<i>of English Language Teaching (Fourth Edition).</i> England: Pearson Education Limited.	
8	Mid Term					
9	The students are able to use signposting	Accuracy and comprehensibility in using signposting in the presentation.	Accuracy, comprehensibility, and Fluency.	Practice then review	Practice Session	10
10	The students are able to use hook in the opening presentation.	Accuracy and fluency in making hook in the presentation.	Accuracy, comprehensibility, and Fluency.	Idem	Idem	5
11	The students are able to make the script and speak it up by choosing one topic (using opening, body and conclusion)	Accuracy, comprehensibility, and Fluency in presenting the topic (presenting the opening, body and conclusion)	Accuracy, comprehensibility, and Fluency.	Idem	Idem	10
12	The students are able to speak in form of group discussion	Accuracy, comprehensibility, and Fluency in handling the group presentation, using visual aids, opening, handling Q and A session, conclusion and speaking using visual aid.	Accuracy, comprehensibility, and Fluency.	Idem	Idem	10
13	The students are able to apply teacher talk in the	Accuracy, comprehensibility, and	Accuracy, comprehensibility, and	Idem	Idem	10

	classroom	Fluency in using the teacher talk in the classroom while conducting teaching in team.	Fluency.			
14	Idem	Idem	Idem	Idem	Idem	10
15	The students are able to conduct British Parliamentary Debating	Accuracy, comprehensibility, and Fluency in stating argument, fact and rebatle.	Accuracy, comprehensibility, and Fluency.	Idem	Idem	10
16	Final					



APPENDIX 5

TEACHING TOPICS



MEETING 1

Opening Speech 1

Assalamu'alaikum Warahmatullahi Wabarakatuh

First of all, thank Allah SWT, who has always given us health, blessing, and salvation so we can be here without trouble.

Secondly, may Salawat and salam for our Prophet Muhammad SAW, who always gives goodness in the world.

Thirdly, I'd like to thank the people who have allowed me to speak in front of you. Well, I would like to say welcome to

Opening Speech 2

Assalamu'alaikum Warahmatullahi Wabarakatuh

Praise Allah SWT, who has given us all salvation and blessing in life. The Lord who created this world. I'll never forget to Salawat and salam to our beloved Prophet Muhammad SAW, who was loved by Allah SWT and saved people's life from destruction in safety. That's the right path of Allah SWT. In this chance, I give thanks to the MC who has allowed me the opportunity to speak in front of the audience. Now, I would like to say about

Opening Speech 3

Assalamu'alaikum Warahmatullahi Wabarakatuh

May Allah SWT give us all salvation and blessing. Thanks to Allah SWT, we are still given health favor to be here. Do not forget, Salawat and greeting for our Prophet Muhammad SAW who taught their people goodness. Then, I would like to say welcome to

MEETING 2

Closing Speech 1

That's all my speech today. I hope it can be helpful for all of us. Thank you for your attention. Good morning and thank you very much.

Closing Speech 2

Thank you for your kind attention to my speech. I am sorry if there is any word or my behavior that unpleasing you all, and to God, I beg for forgiveness. Good morning/afternoon.

Closing Speech 3

This is the end of my speech today. I hope we can take a good lesson from what I delivered today. I ask forgiveness for any words and behavior which are not supposed to be. Thank you for your kind attention today.

MEETING 3

How to Start the Speech

- a) Begin with a question.

Example: Do you ever read the news about how good is Oxford University?

- b) Begin with some 'news'

Example: Oxford University is one of the best Universities in the US.

- c) Begin with relevant quotes.

Example: Everyone has their ways of catching success.

- d) Refer directly to what the general reader might think.

Example: Most people think that Oxford University is the best way to reach success.

- e) Begin by briefly presenting the other side of the issue.

Example: Oxford University forces students to study all time when during academic hours.

- f) Provide some background on the issue.

Example: Many poor people who don't have enough money for school. So, SA Group makes scholarships for those people.

MEETING 4

Useful Expressions

- a. I am going to tell you how to...
- b. I will focus on three steps in particular...
- c. I have three points to discuss.
- d. They are...,
- e. The most important thing to remember is...,
- f. Above all, you need to know...,
- g. I hope that you now have a better understanding of how to...

MEETING 5

Short Speech

Assalamu'alaikum Warahmatullahi Wabarakatuh

First of all, thank Allah SWT, who has always given us health, blessing, and salvation to all of us so that we can be here without trouble at all.

Secondly, may Salawat and salam for our Prophet Muhammad SAW, who always gives goodness in the world.

Thirdly, I'd like to thank the people who have allowed me to speak in front of you. Well, I would like to say welcome to our beloved Campus.

Do you ever remember our story at School? I want to share a few memories as their senior coordinator. The journey we have shared for the last 3 years has been no less than a roller coaster ride. With the changes in the academic curriculum, the intercollege competitions, and the international assignments, the word ‘boring’ nowhere fits in the picture. But their dedication and hard work made this journey an insightful one.

Today, as they graduate, it is not just them who are stepping out the door as a changed person. Still I have also received the opportunity to transform myself into a better human being with their shared experience. There is no doubt that all of us will continue to cherish these beautiful changes the journey has brought us.

They were not just my students but also my friends. I believe that if they ever face any challenging circumstance in the path forward where life tries to take them down, they will look back to the learnings they have gathered from their time spent here. I hope they apply those learnings and help them make their path smoothly. I wish each one of them a beautiful life full of success and happiness.

With a heavy heart, I would like to bid goodbye to these bright minds. I wish that wherever you go, the XYZ organization will always remain with you in your memories. I also hope that one day when you look back, you feel proud of the lessons, experiences, and people you found here.

This is the end of my speech today. I hope we can take a good lesson from what I delivered today. I ask forgiveness for any words and behavior which are not supposed to be. Thank you for your kind attention today.

APPENDIX 6

LESSON PLAN



LESSON PLAN (TREATMENT 1)

School/ Institution	: State Islamic Institute of Palopo	
Class/ Semester/ Level	: C/2 nd /Intermediate	
Skill	: Speaking	
Time	: 45x2 minutes	
Meeting	: 1 st meeting	
Subject/ Topic	: Speaking for Formal Setting/ Opening Speech	
Objectives	: Students are able to close a speech using a hook	
Materials	: Laptop, mobile phone, SpeechWay App, pen, and book	
Log in	The researcher shares the google meet link on the WhatsApp group	
Present Activities	Details	Time
Greeting	<ul style="list-style-type: none"> ▪ The researcher started the class by greeting, then greeted the students and asked how they were doing. ▪ Class begins by reading a prayer ▪ Researchers check student attendance 	10 minutes

	<ul style="list-style-type: none"> ▪ Researchers explain the purpose and objectives of research 	
Attention grab	<ul style="list-style-type: none"> ▪ To regulate the course of learning, the researcher uses the following attention grabbers: <p><i>R: Repeat after me</i></p> <p><i>Ss: Repeat after you</i></p>	1 minute
Lead-in	<ul style="list-style-type: none"> ▪ Researchers introduce SpeechWay application to students ▪ The researcher shows a demo on how to use the application via video ▪ Researchers re-explained the outline of how to use the application 	15 minutes
Practice Activities	Details	Time
Personal Control	<ul style="list-style-type: none"> ▪ Researchers direct students to download the SpeechWay application 	40 minutes

	<ul style="list-style-type: none"> ▪ Researchers provide examples by practicing "Opening Speech" using the SpeechWay application ▪ The researcher gave some "Opening Speech" texts to the students. Then students choose one of them to practice ▪ Students are directed to open the SpeechWay application and copy one of the examples of "Opening Speech" that has been shared ▪ Students are directed to practice according to the demo shown. 	
Produce Activities	Details	Time
Result	<ul style="list-style-type: none"> ▪ Students record their activities in the SpeechWay application by practicing one of the shared "Opening Speech" or the "Opening Speech" they memorized. 	20 minutes
Closing	<ul style="list-style-type: none"> ▪ Researchers provide opportunities 	

	<p>for students to ask questions</p> <ul style="list-style-type: none"> ▪ Researchers provide motivation and suggestions regarding learning ▪ The class is closed by reading hamdalah and prayer. 	4 minutes
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Palopo, March 20th, 2022

Signed by,

The Speaking for Formal Setting

Lecturer of State Islamic Institute of Palopo



Ricky Gazali, S.Pd.,M. Pd.

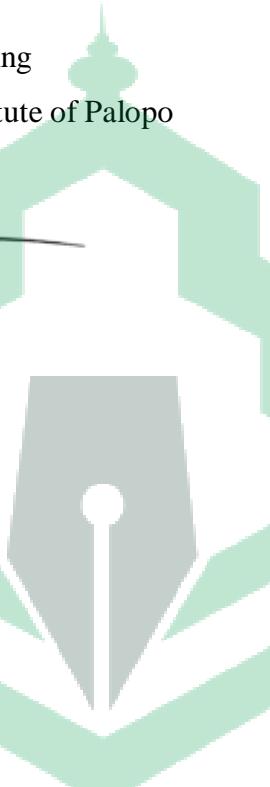
NIP.

The researcher,



Sri Rahmiaty Sompia

NIM. 18 0202 0170



LESSON PLAN (TREATMENT 2)

School/ Institution	: State Islamic Institute of Palopo	
Class/ Semester/ Level	: C/2 nd /Intermediate	
Skill	: Speaking	
Time	: 45x2 minutes	
Meeting	: 2 nd meeting	
Subject/ Topic	: Speaking for Formal Setting/ Closing Speech	
Objectives	: Students are able to close a speech using a hook	
Materials	: Laptop, mobile phone, SpeechWay App, pen, and book	
Log in	The researcher shares the google meet link on the WhatsApp group	
Present Activities	Details	Time
Greeting	<ul style="list-style-type: none"> ▪ The researcher started the class by greeting, then greeted the students and asked how they were doing. ▪ Class begins by reading a prayer ▪ Researchers check student attendance 	10 minutes

Attention grab	<ul style="list-style-type: none"> To regulate the course of learning, the researcher uses the following attention grabbers: <p><i>R: Repeat after me</i></p> <p><i>Ss: Repeat after you</i></p> 	1 minute
Lead-in	<ul style="list-style-type: none"> Researchers re-explained the outline of how to use the application. 	15 minutes
Practice Activities	Details	Time
Personal Control	<ul style="list-style-type: none"> The researcher gave some “Closing Speech” texts to the students. Then students choose one of them to practice Students are directed to open the SpeechWay application and copy one of the examples of “Closing Speech” that has been shared Students are directed to practice according to the demo 	40 minutes

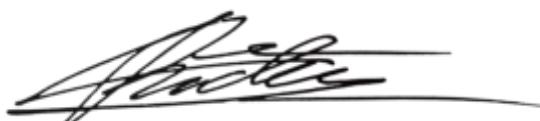
Produce Activities	Details	Time
Result	<ul style="list-style-type: none"> Students record their activities in the SpeechWay application by practicing one of the shared “Closing Speech” or the “Opening Speech” they memorized”. 	20 minutes
Closing	<ul style="list-style-type: none"> Researchers provide opportunities for students to ask questions Researchers provide motivation and suggestions regarding learning The class is closed by reading hamdalah and prayer 	4 minutes

Palopo, March 20th, 2022

Signed by,

The Speaking for Formal Setting

Lecturer of State Islamic Institute of Palopo



Ricky Gazali, S.Pd.,M. Pd.

NIP.

The researcher,



Sri Rahmiaty Sompa

NIM. 18 0202 0170

LESSON PLAN (TREATMENT 3)

School/ Institution	: State Islamic Institute of Palopo	
Class/ Semester/ Level	: C/2 nd /Intermediate	
Skill	: Speaking	
Time	: 45x2 minutes	
Meeting	: 3 rd meeting	
Subject/ Topic	: Speaking for Formal Setting/ How to begin speech	
Objectives	: Students are able to open a speech using a hook	
Materials	: Laptop, mobile phone, SpeechWay App, pen, and book	
Log in	The researcher shares the google meet link on the WhatsApp group	
Present Activities	Details	Time
Greeting	<ul style="list-style-type: none"> ▪ The researcher started the class by greeting, then greeted the students and asked how they were doing. ▪ Class begins by reading a prayer ▪ Researchers check student attendance 	10 minutes

Attention grab	<ul style="list-style-type: none"> To regulate the course of learning, the researcher uses the following attention grabbers: <p><i>R: Repeat after me</i></p> <p><i>Ss: Repeat after you</i></p>	1 minute
Lead-in	<ul style="list-style-type: none"> Researchers asked about the way students want to convey information to others 	15 minutes
Practice Activities	Details	Time
Personal Control	<ul style="list-style-type: none"> Researchers provide examples by practicing how to start speech using the SpeechWay application The researcher gave several choices of methods used in starting speech to students. Then students choose one of them to practice Students are directed to open the SpeechWay application and copy all the choices that have been 	40 minutes

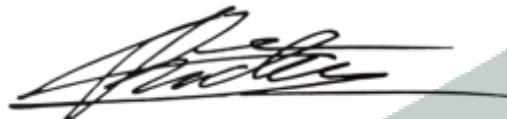
	<p>shared</p> <ul style="list-style-type: none"> ▪ Students are directed to explain it according to the demo 	
Produce Activities	Details	Time
Result	<ul style="list-style-type: none"> ▪ Students record their activities in the SpeechWay application by practicing one of the shared “how to begin the speech.” ▪ Students are directed to upload it in their respective stories 	20 minutes
Closing	<ul style="list-style-type: none"> ▪ Researchers provide opportunities for students to ask questions ▪ Researchers provide motivation and suggestions regarding learning ▪ The class is closed by reading hamdalah and prayer 	4 minutes

Palopo, March 20th, 2022

Signed by,

The Speaking for Formal Setting

Lecturer of State Islamic Institute of Palopo

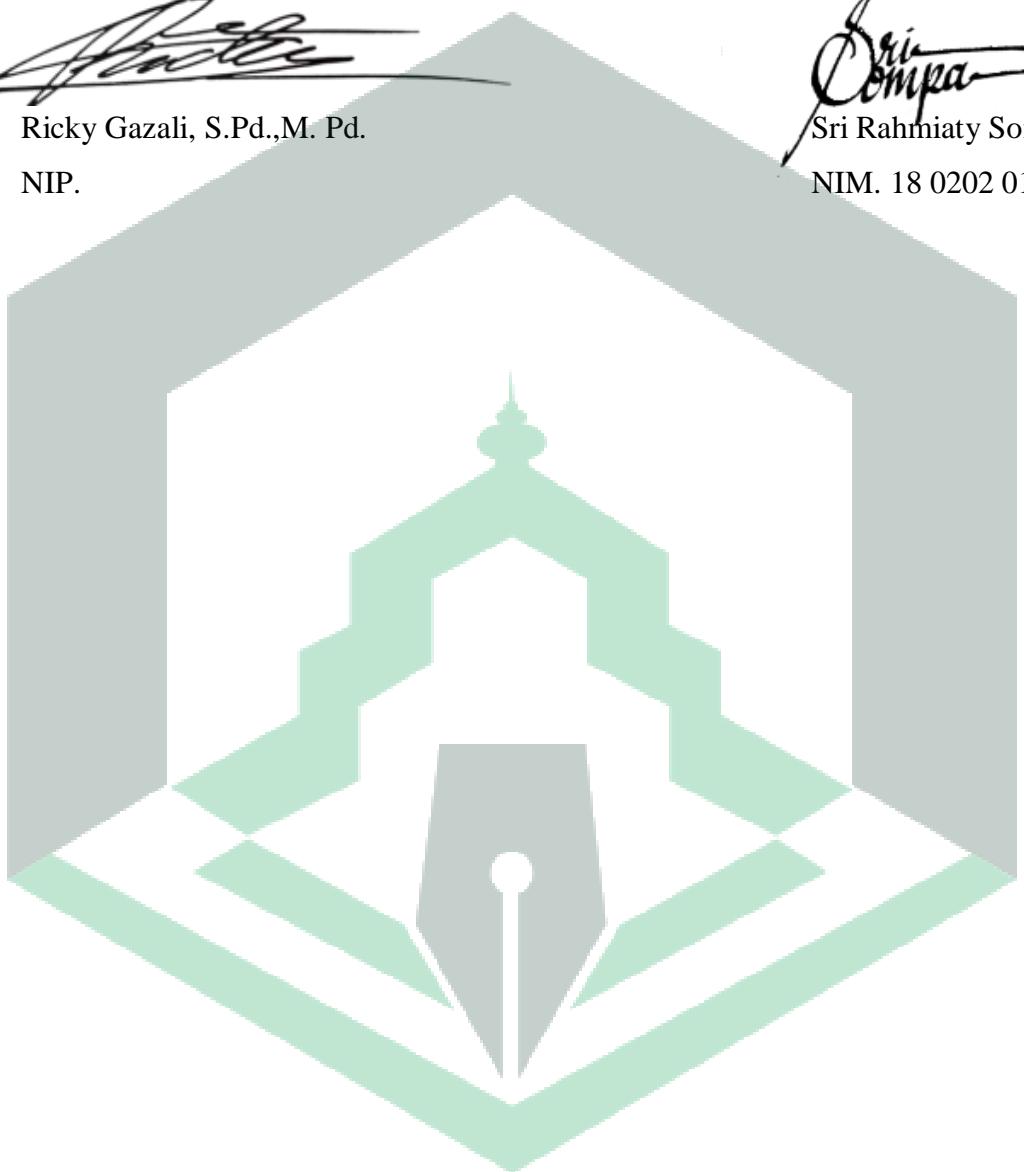


Ricky Gazali, S.Pd.,M. Pd.
NIP.

The researcher,



Sri Rahmiaty Sompia
NIM. 18 0202 0170



LESSON PLAN (TREATMENT 4)

School/ Institution	: State Islamic Institute of Palopo	
Class/ Semester/ Level	: C/2 nd /Intermediate	
Skill	: Speaking	
Time	: 45x2 minutes	
Meeting	: 4 th meeting	
Subject/ Topic	: Speaking for Formal Setting/ Signposting Expression	
Objectives	: Students are able to open a speech using a hook	
Materials	: Laptop, mobile phone, SpeechWay App, pen, and book	
Log in	The researcher shares the google meet link on the WhatsApp group	
Present Activities	Details	Time
Greeting	<ul style="list-style-type: none"> ▪ The researcher started the class by greeting, then greeted the students and asked how they were doing. ▪ Class begins by reading a prayer ▪ Researchers check student attendance 	10 minutes

Attention grab	<ul style="list-style-type: none"> To regulate the course of learning, the researcher uses the following attention grabbers: <p><i>R: Repeat after me</i></p> <p><i>Ss: Repeat after you</i></p>	1 minute
Lead-in	<ul style="list-style-type: none"> Researchers re-explained the outline of how to use the application 	15 minutes
Practice Activities	Details	Time
Personal Control	<ul style="list-style-type: none"> Researchers give examples by practicing “Signposting Expression” using the SpeechWay application The researcher gave some “signposting” Expressions to students. Students are directed to open the SpeechWay application and copy the “Signposting” Expression that 	40 minutes

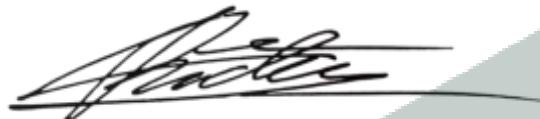
	<p>has been shared</p> <ul style="list-style-type: none"> ▪ Students are directed to practice according to the demo shown 	
Produce Activities	Details	Time
Result	<ul style="list-style-type: none"> ▪ Siswa merekam aktivitasnya dalam aplikasi SpeechWay dengan mempraktikkan expression “Signposting” yang dibagikan atau “Signposting” yang mereka hafal”. 	20 minutes
Closing	<ul style="list-style-type: none"> ▪ Researchers provide opportunities for students to ask questions ▪ Researchers provide motivation and suggestions regarding learning ▪ The class is closed by reading Hamdalah and prayer 	4 minutes

Palopo, March 20th, 2022

Signed by,

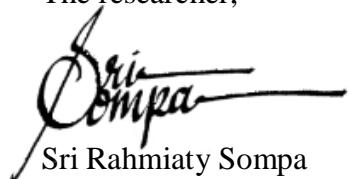
The Speaking for Formal Setting

Lecturer of State Islamic Institute of Palopo

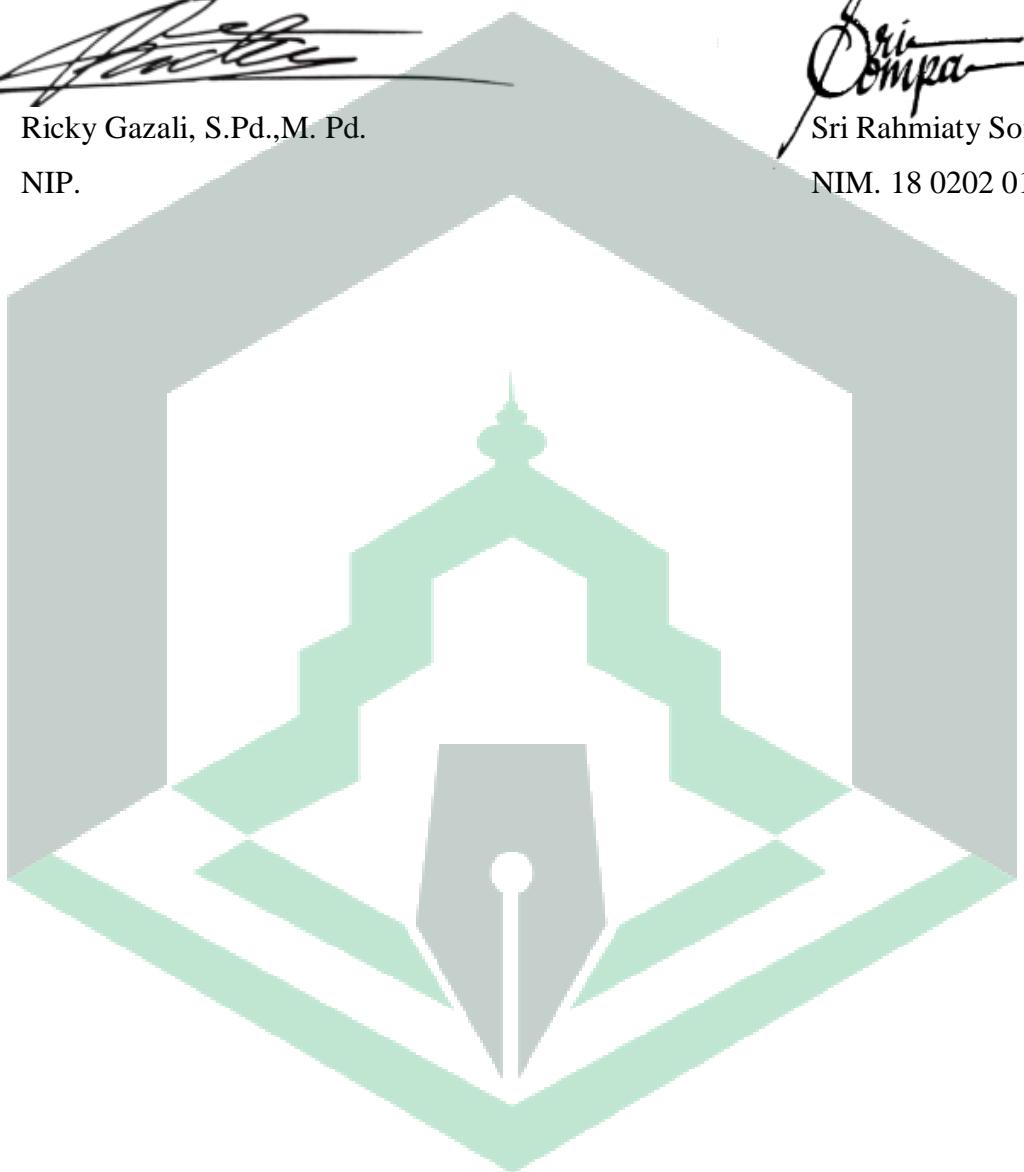


Ricky Gazali, S.Pd.,M. Pd.
NIP.

The researcher,



Sri Rahmiaty Sompia
NIM. 18 0202 0170

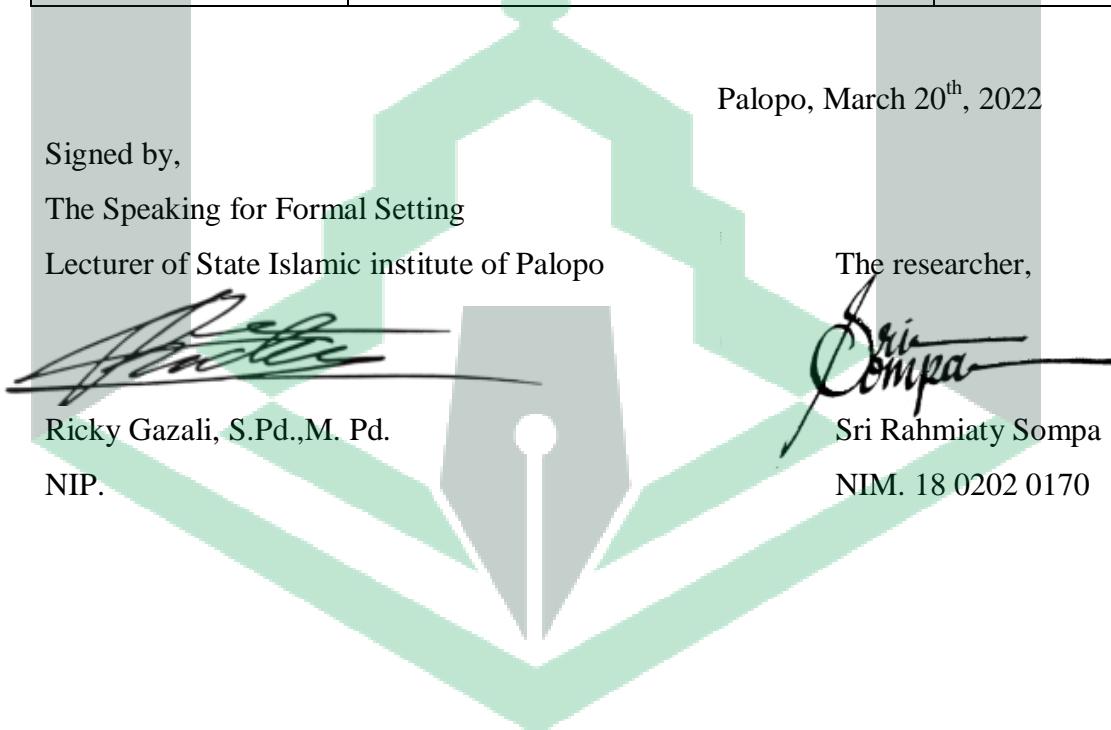


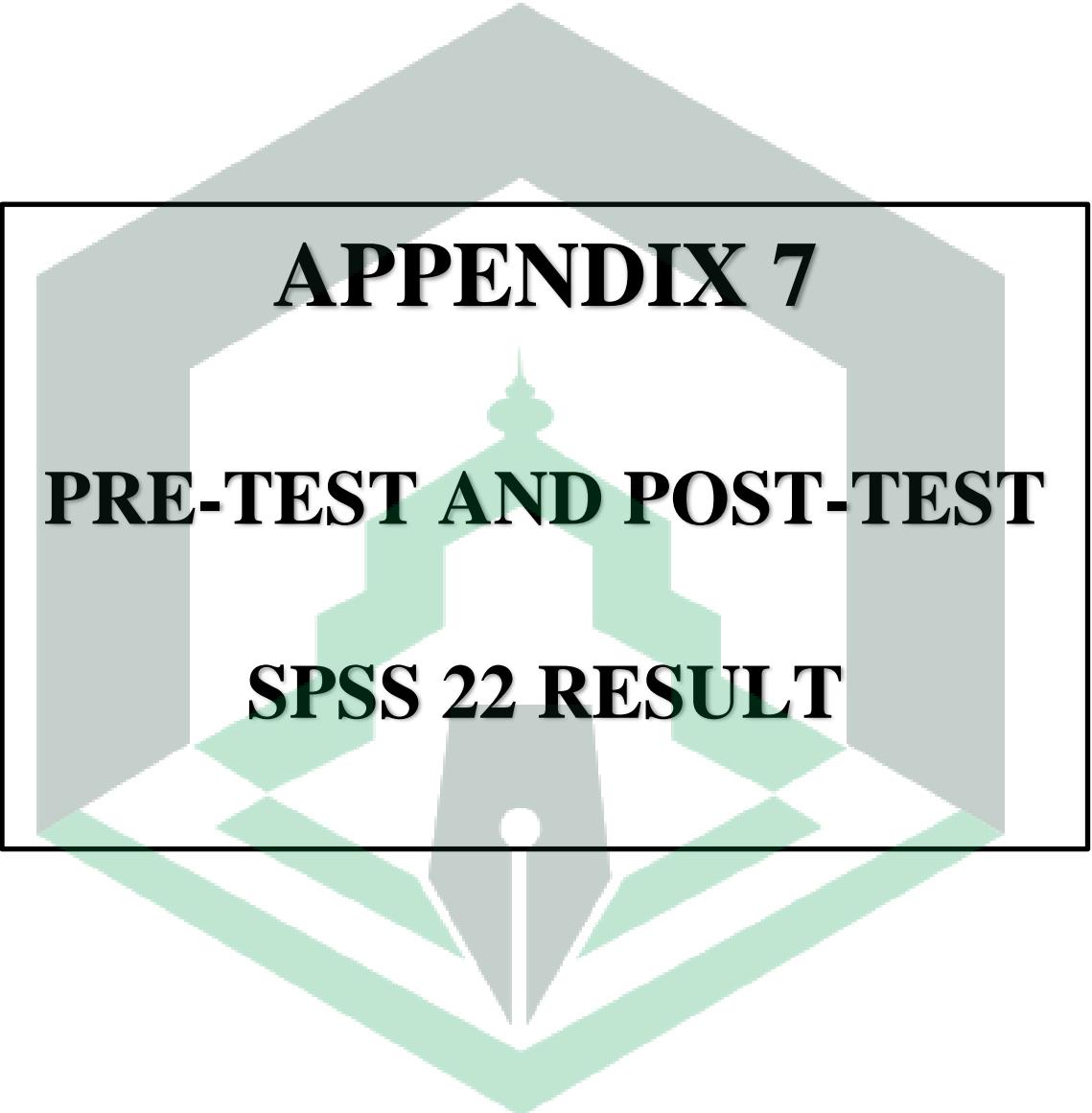
LESSON PLAN (TREATMENT 5)

School/ Institution	: State Islamic Institute of Palopo	
Class/ Semester/ Level	: C/2 nd /Intermediate	
Skill	: Speaking	
Time	: 45x2 minutes	
Meeting	: 5 th meeting	
Subject/ Topic	: Speaking for Formal Setting/ Speech	
Objectives	: Students are able to open a speech using a hook	
Materials	: Laptop, mobile phone, SpeechWay App, pen, and book	
Log in	The researcher shares the google meet link on the WhatsApp group	
Present Activities	Details	Time
Greeting	<ul style="list-style-type: none"> ▪ The researcher started the class by greeting, then greeted the students and asked how they were doing. ▪ The class starts by reading a prayer ▪ Researchers check student attendance 	10 minutes

Attention grab	<ul style="list-style-type: none"> To regulate the course of learning, the researcher uses the following attention grabbers: <p><i>R: Repeat after me</i></p> <p><i>Ss: Repeat after you</i></p>	1 minute
Lead-in	<ul style="list-style-type: none"> Researchers discussed the outline of the material in previous meetings 	15 minutes
Practice Activities	Details	Time
Personal Control	<ul style="list-style-type: none"> The researcher gives an example of "Speech." Students are directed to open the SpeechWay application and copy the "Speech" that has been shared Students are directed to practice according to the demo shown 	40 minutes
Produce Activities	Details	Time
Result	<ul style="list-style-type: none"> Students record their activities in 	20 minutes

	the SpeechWay application by practicing the shared “Speech.”	
Closing	<ul style="list-style-type: none"> ▪ Researchers provide opportunities for students to ask questions ▪ Researchers provide motivation and suggestions regarding learning ▪ The class is closed by reading hamdalah and prayer 	4 minutes





APPENDIX 7

PRE-TEST AND POST-TEST

SPSS 22 RESULT

4. Pre-test

Table 4.2 Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Acc	15	100,0%	0	0,0%	15	100,0%
Flu	15	100,0%	0	0,0%	15	100,0%
Com	15	100,0%	0	0,0%	15	100,0%

Table 4.3 Report

	Acc	Flu	Com
Mean	1,73	1,93	2,20
N	15	15	15
Std. Deviation	,704	,458	,676

Table 4.4 One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Acc	15	1,73	,704	,182
Flu	15	1,93	,458	,118
Com	15	2,20	,676	,175

Table 4.5 One-Sample Test

	Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
					Lower	Upper	
Acc	9,539	14	,000	1,733	1,34	2,12	
Flu	16,358	14	,000	1,933	1,68	2,19	
Com	12,602	14	,000	2,200	1,83	2,57	

5. Post-test

Table 4.12 Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Acc	15	100,0%	0	0,0%	15	100,0%
Flu	15	100,0%	0	0,0%	15	100,0%
Com	15	100,0%	0	0,0%	15	100,0%

Table 4.13 Report

	Acc	Flu	Com
Mean	2,73	2,93	3,27
N	15	15	15
Std. Deviation	,704	,458	,799

Table 4.14 One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Acc	15	2,73	,704	,182
Flu	15	2,93	,458	,118
Com	15	3,27	,799	,206

Table 4.15 One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Acc	15,043	14	,000	2,733	2,34	3,12
Flu	24,819	14	,000	2,933	2,68	3,19
Com	15,838	14	,000	3,267	2,82	3,71



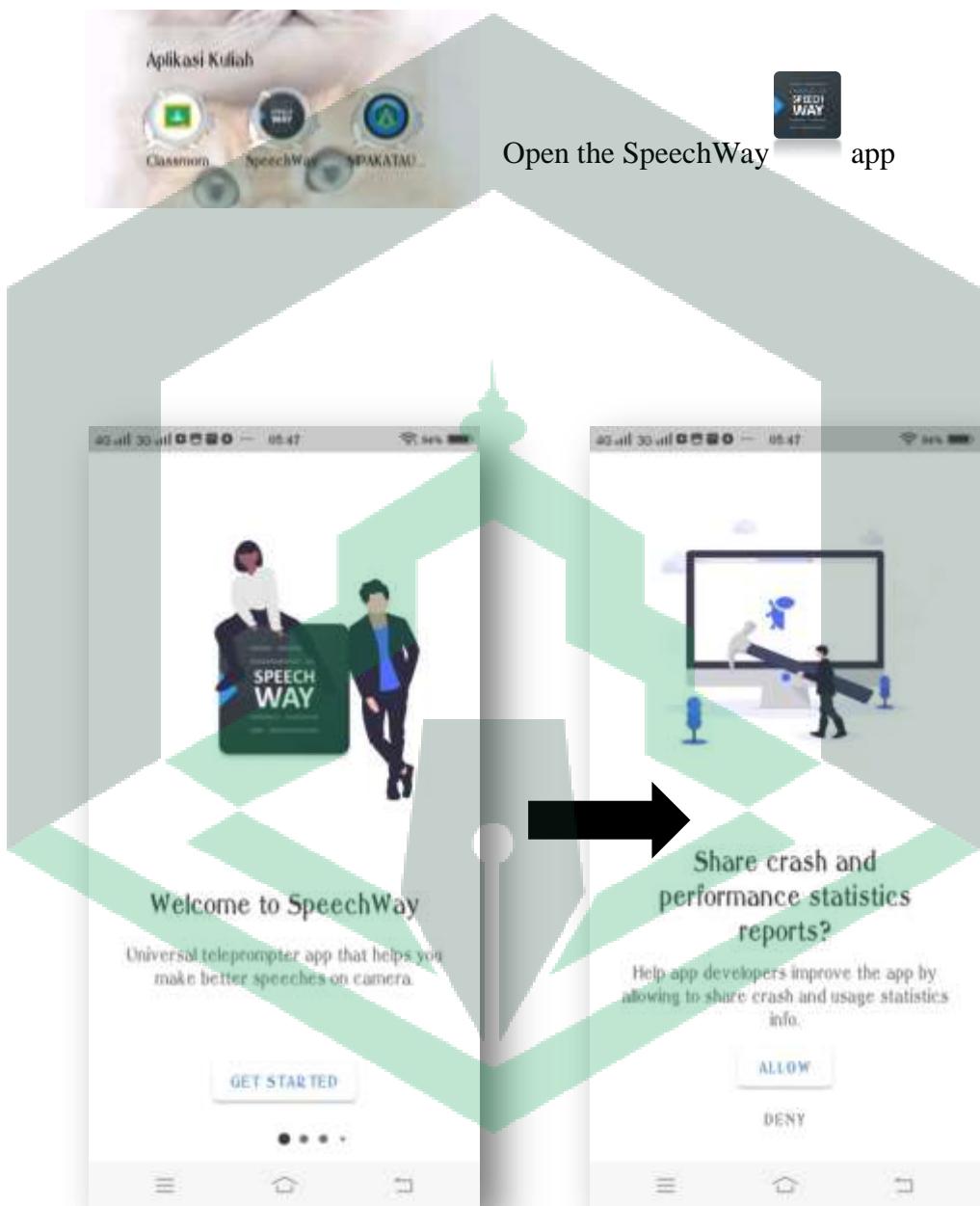
APPENDIX 8

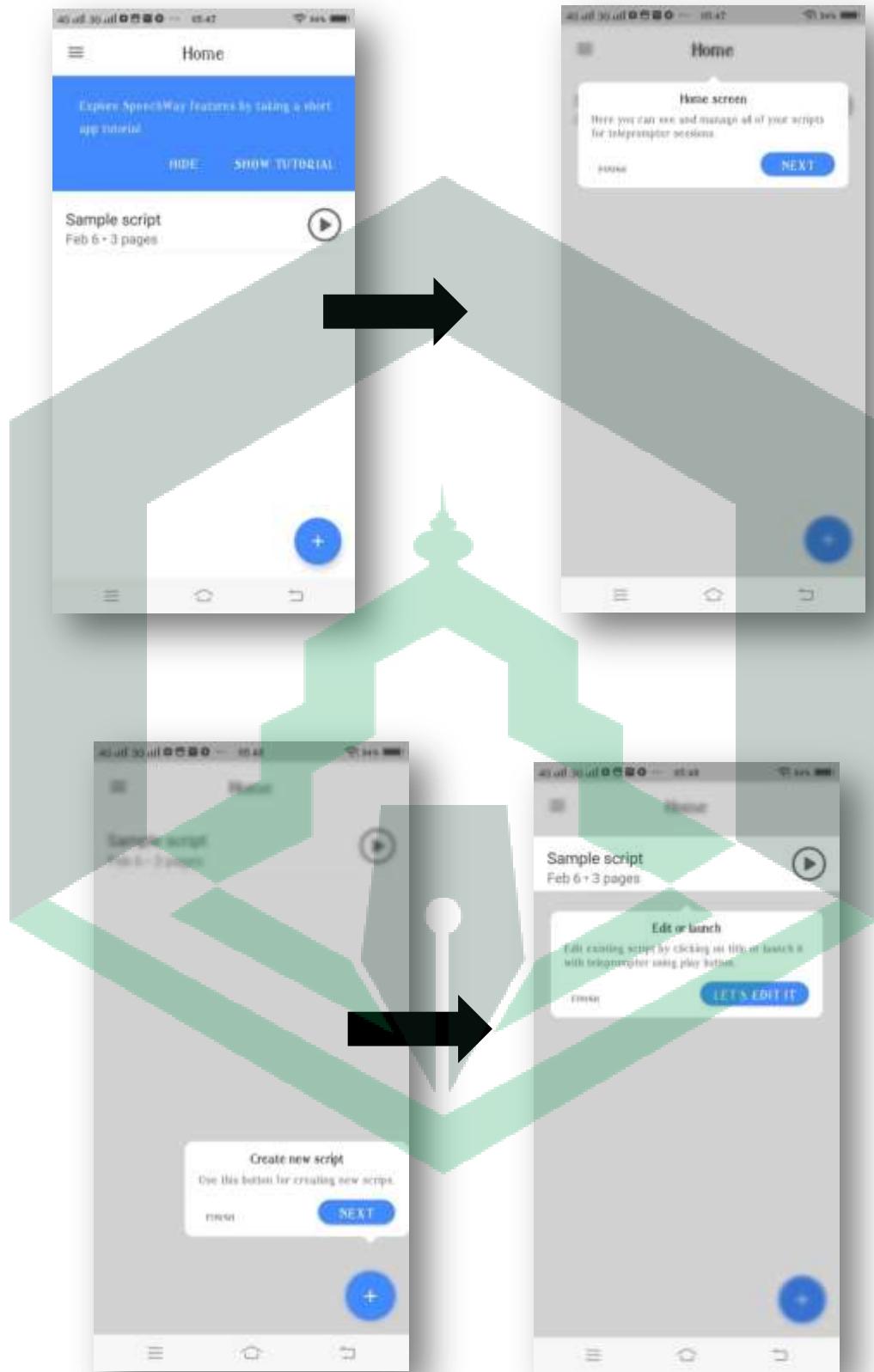
HOW TO USE

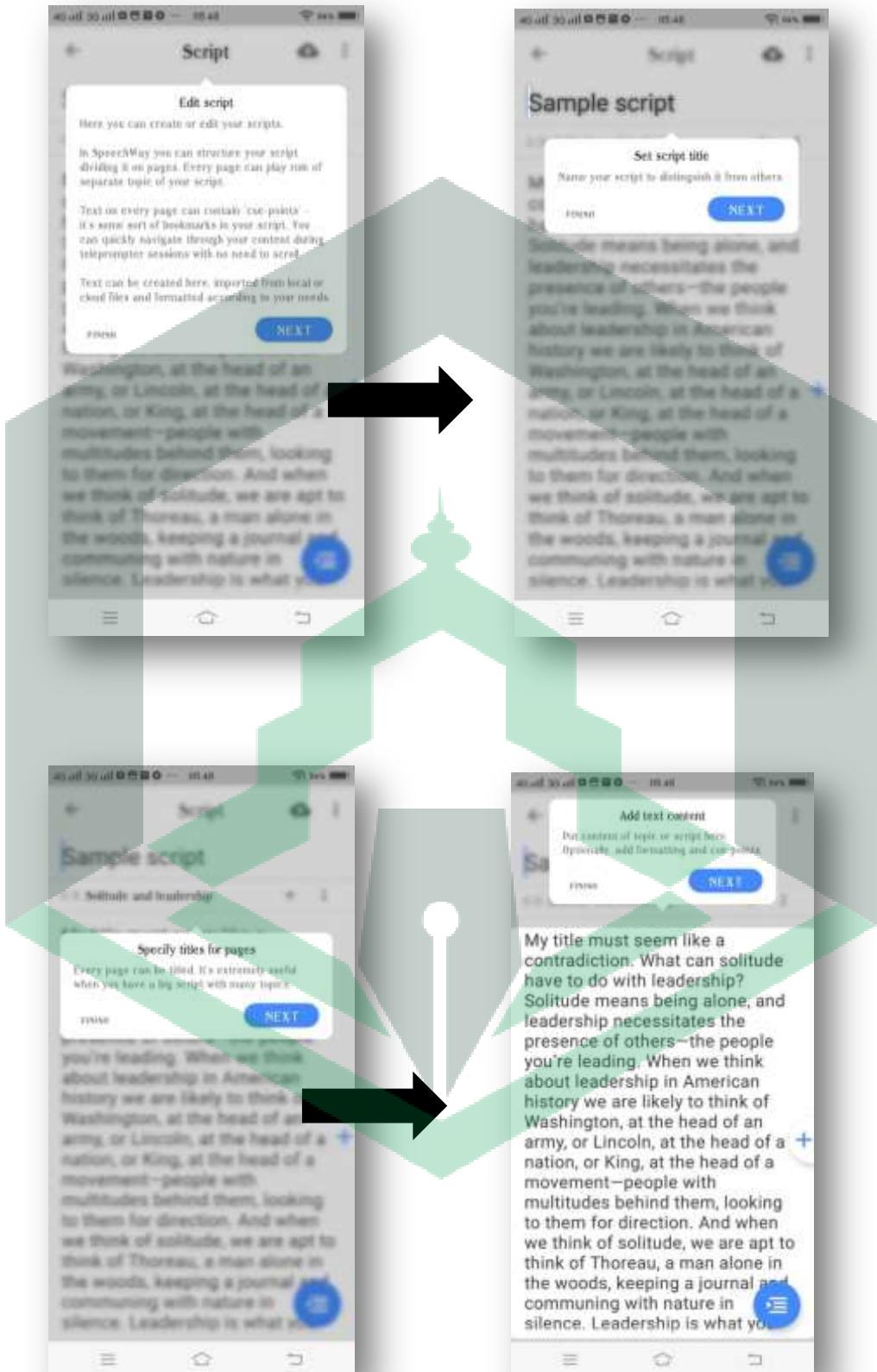
SPEECHWAY APPLICATION

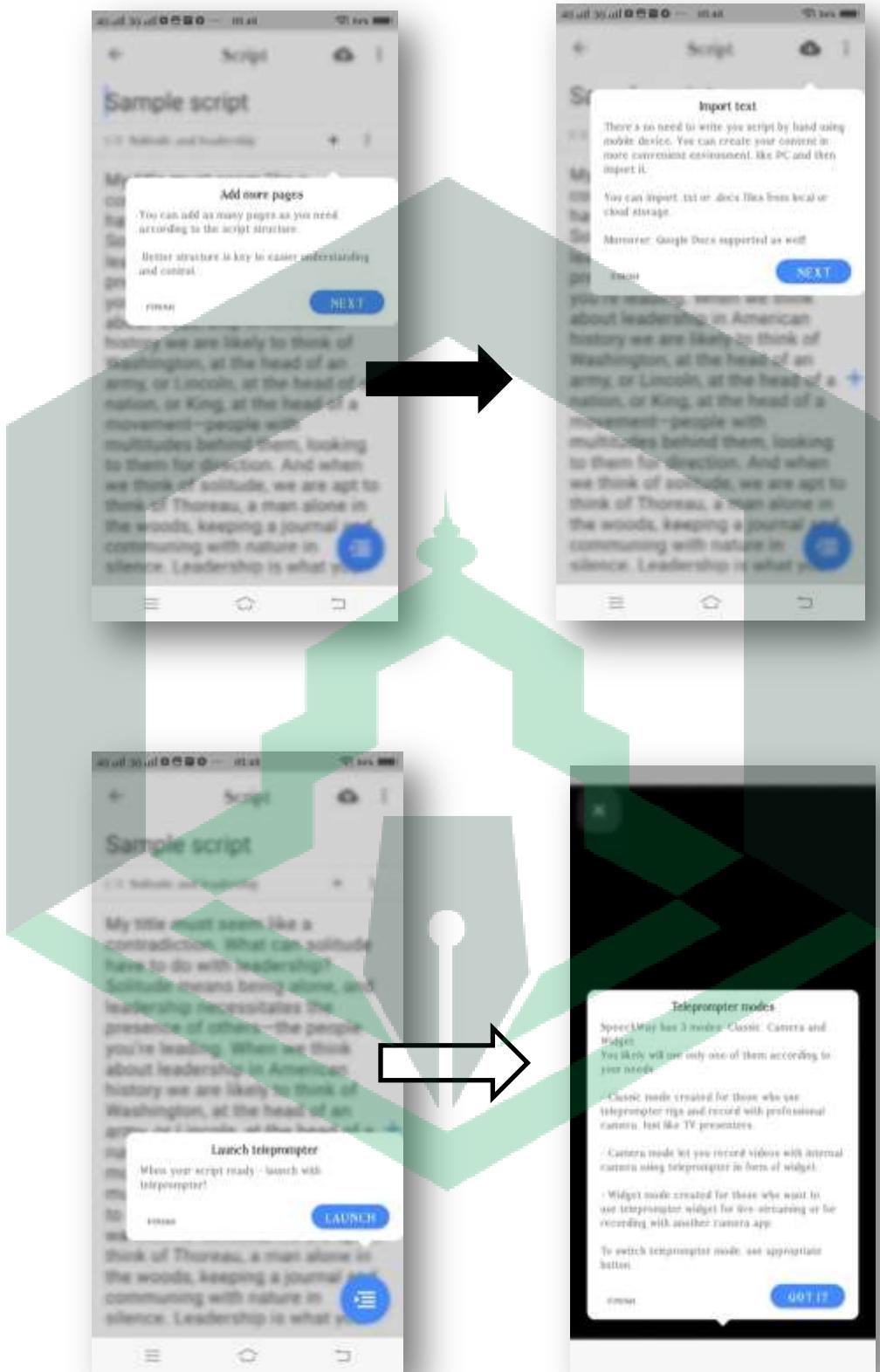


HOW TO USE THE APPLICATION

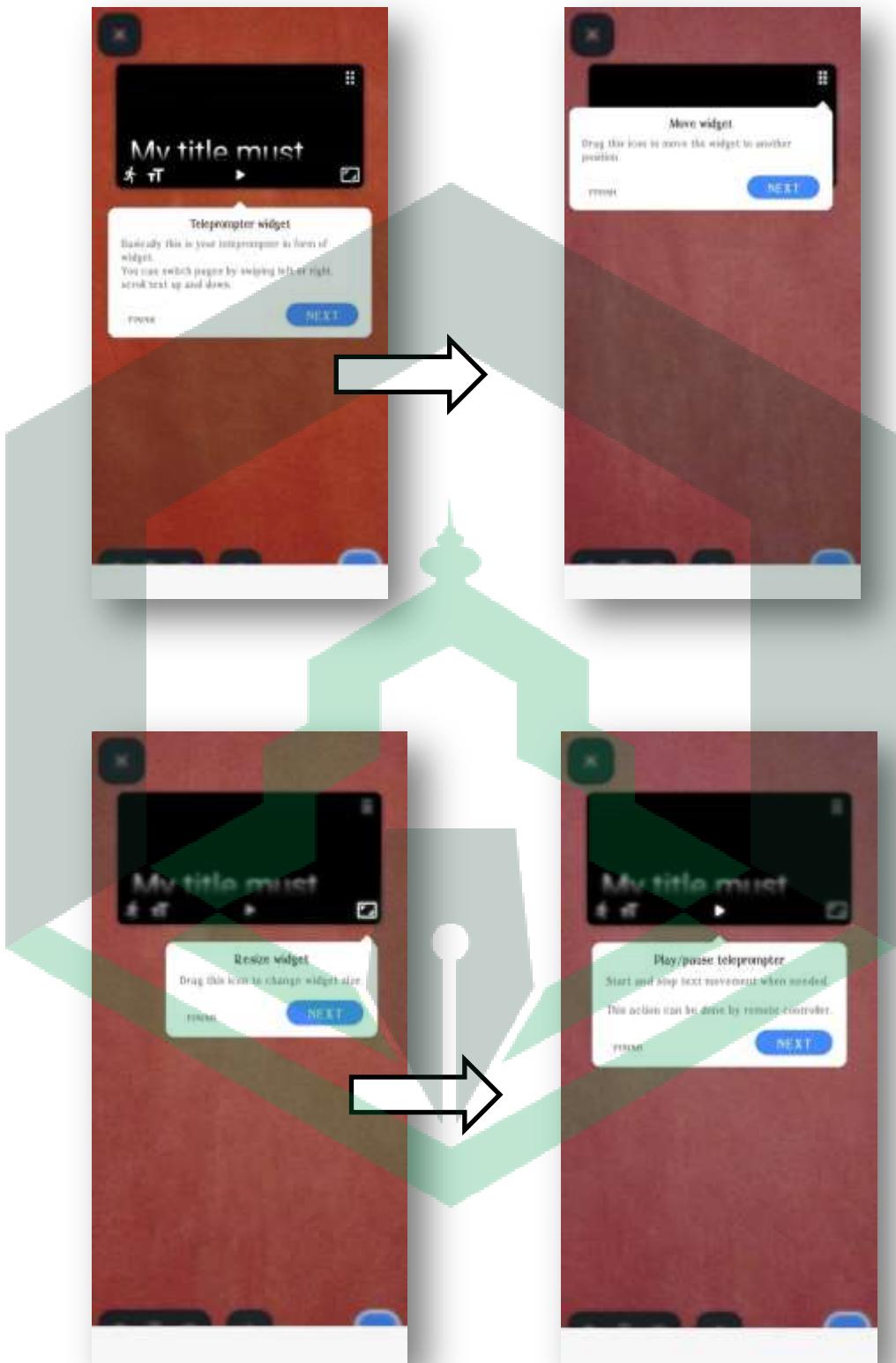


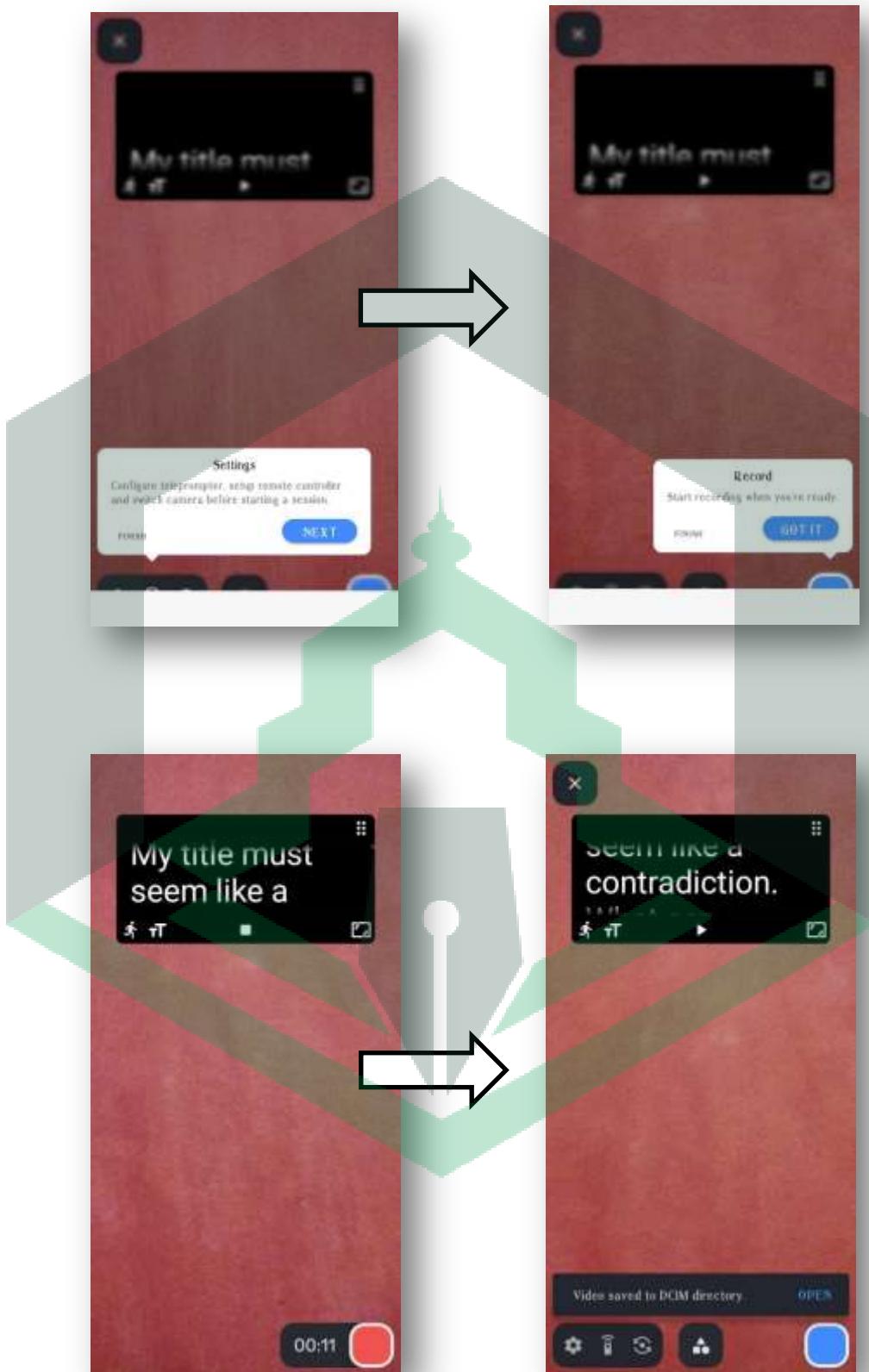


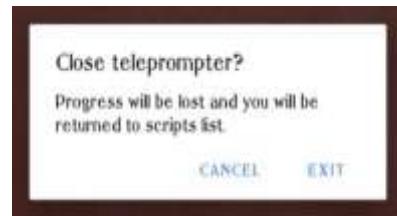
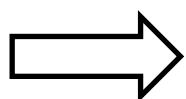














APPENDIX 9

SURAT IZIN PENELITIAN



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PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telp : (0471) 526045

ASLI

DASAR HUKUM :

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

IZIN PENELITIAN

NOMOR : 268/IP/DPMPTSP/III/2022

MEMBERIKAN IZIN KEPADA

Nama	: SRI RAHMIATY SOMPA
Jenis Kelamin	: Perempuan
Alamat	: Jl. Bakau Balandai Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 18 0202 0170

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

THE IMPLEMENTATION OF SPEECHWAY APPLICATION TO INCREASE STUDENTS' SPEAKING SKILL AT THE SECOND SEMESTER IN ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF PALOPO

Lokasi Penelitian	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
Lamanya Penelitian	: 22 Maret 2022 s.d. 22 Juni 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya

Diterbitkan di Kota Palopo
Pada tanggal : 23 Maret 2022
oleh : Kepala Dinas Penanaman Modal dan PTSP

MUH. IHGAN ASHARUDDIN, S.STP, M.SI
Pangkat : Pembina TK.I
NIP : 19780611 199812 1 001

Tembusan :

1. Kepala Badan Kelembagaan Prov. Sul-Gor
2. Walikota Palopo
3. Dinas Kependidikan
4. Kapolda Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbangpol Kota Palopo
7. Untuk terbitan khusus, disampaikan perwakilan



APPENDIX 10

SURAT KETERANGAN

TELAH SELESAI MENELITI



SURAT KETERANGAN

Nomor : 048 / In.19/FTIK/PBI/PP.00.9/04/22

Assalamu'alaikum Wr.Wb.

Saya Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum
NIP : 19771013 200501 2 006
Jabatan : Ketua Prodi Pendidikan Bahasa Inggris

Menerangkan Bawa :

Nama : Sri Rahmiaty Sampa
Nim : 18 0202 0170
Prodi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan penelitian di program studi Pendidikan Bahasa Inggris untuk
kepentingan penyusunan skripsi dengan judul "The Implementation of Speechway Application
to Increase Students' Speaking Skill at the Second Semester in English Department of State
Islamic Institute of Palopo."

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Ketua Program Studi
Pendidikan Bahasa Inggris

Amalia Yahya, SE., M.Hum
NIP. 19771013 200501 2 006

AUTHOR BIOGRAPHY



The author, Sri Rahmiaty Sompa was born on August 10th, 2000, in Beringin Jaya. She is the only daughter of Mr. Wagiman and Mrs. Sumiati Sompa. In 2018, she enrolled at the State Islamic Institute located in Palopo City under the auspices of the Ministry of Religion. She completed kindergarten at Al-Irsyad al-Islamiyyah (2004-2006). Then, continued her education at elementary school number 046 Lara 1 (2006-2012). Next, Junior High School number 1 South Baebunta (Ex. Junior High School number 2 Baebunta) from 2012-2015. Next, she took Senior High School number 7 North Luwu (2015-2018). The extra-campus organizations that are currently involved are KAMMI (Kesatuan aksi Mahasiswa Muslim Indonesia) and as Secretary (2020-2022) at the humanitarian institution RPS (Rumah Peduli Sosial) which is a semi-autonomous institution from KAMMI. She completed the thesis writing and the Munaqasyah Examination on August 5th, 2022. With the thesis title “The Use of Speech Way Application to Increase Students' Speaking Skills in the 2nd Semester of English Education Department at State Islamic Institute of Palopo”. Hopefully, this thesis will be able to make a positive contribution to the world of education, add to the wealth of knowledge and useful for others.