

**THE EFFECTIVENESS OF USING OPENTALK APPLICATION TO  
IMPROVE STUDENT'S SPEAKING SKILLS AT MAN KENDAL**

**A FINAL PROJECT**

**Presented as Partial Fulfillment of the Requirements  
to Obtain the *Sarjana Pendidikan* Degree in English Education**



By :

**DEVI WANDA SAFITRI**

**31801800011**

**ENGLISH EDUCATION STUDY PROGRAM  
COLLEGE OF LANGUAGE AND COMMUNICATION SCIENCE  
UNIVERSITAS ISLAM SULTAN AGUNG SEMARANG**

**2022**

# PAGE OF APPROVAL

A Proposal Writing

## THE EFFECTIVENESS OF USING OPENTALK APPLICATION TO IMPROVE STUDENTS' SPEAKING SKILLS AT MAN KENDAL

(A Case of the 10<sup>th</sup> graders of MAN Kendal in the Academic Year of 2021\2022)

Prepared and Presented by :

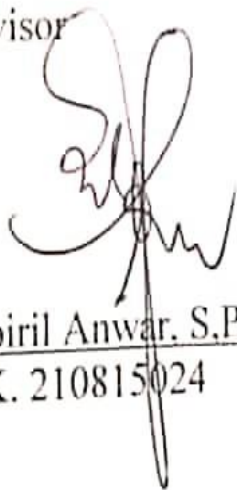
**DEVI WANDA SAFITRI**

**31801800011**

Has been approved by the advisor and to be examined by the Board Examiners.

Semarang, March 30<sup>th</sup> 2022

Advisor



Choiril Anwar, S.Pd., M.Pd  
NIK. 210815024

## PAGE OF VALIDATION

A Sarjana Pendidikan Final Project on

### THE EFFECTIVENESS OF USING OPENTALK APPLICATION TO IMPROVE STUDENT'S SPEAKING SKILLS AT MAN KENDAL

*(Quasi Experimental Research at the Tenth grade of MAN Kendal in the*

*Academic Years of 2022/2023)*

Prepared and Presented by:

**DEVI WANDA SAFITRI**  
**31801800011**

Defended before the Board of Examiners

On 7 November 2022

And Declared Acceptable

**Board of Examiners**

Chairman : Choiril Anwar, S. Pd., M. Pd

Secretary : Nani Hidayati, S. Pd., M. Pd

Member : Nur Ekaningsih, S. Pd., M. Pd

Semarang, 5 December 2022

Faculty of Languages and  
Communication Science



**Dean**  
**Trimanan, S. Sos., M. Si**

**NIK. 211109008**

## STATEMENT OF ORIGINALITY

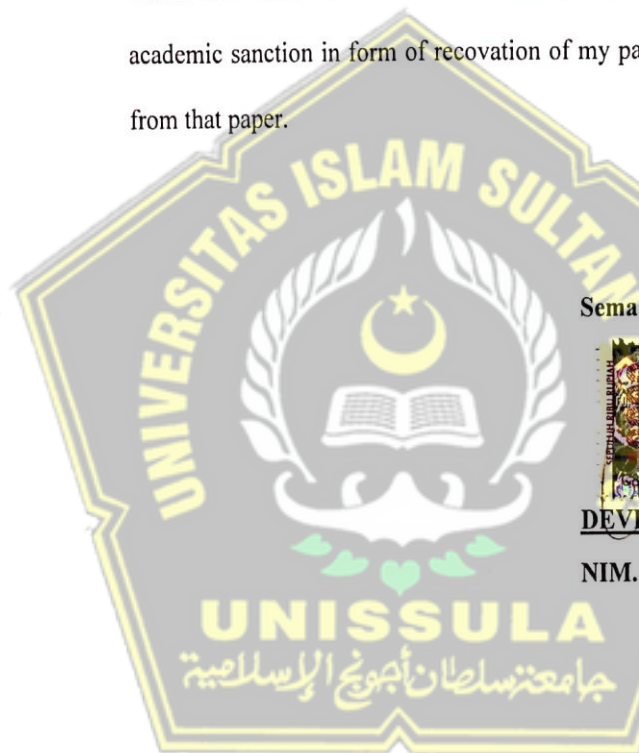
Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works on part of the work of other people, except those which statement not valid in the future, I absolutely agree to accept an academic sanction in form of recovation of my paper and my degree obtained from that paper.

Semarang, 18 October, 2022



DEVI WANDA SAFITRI

NIM. 31801800011

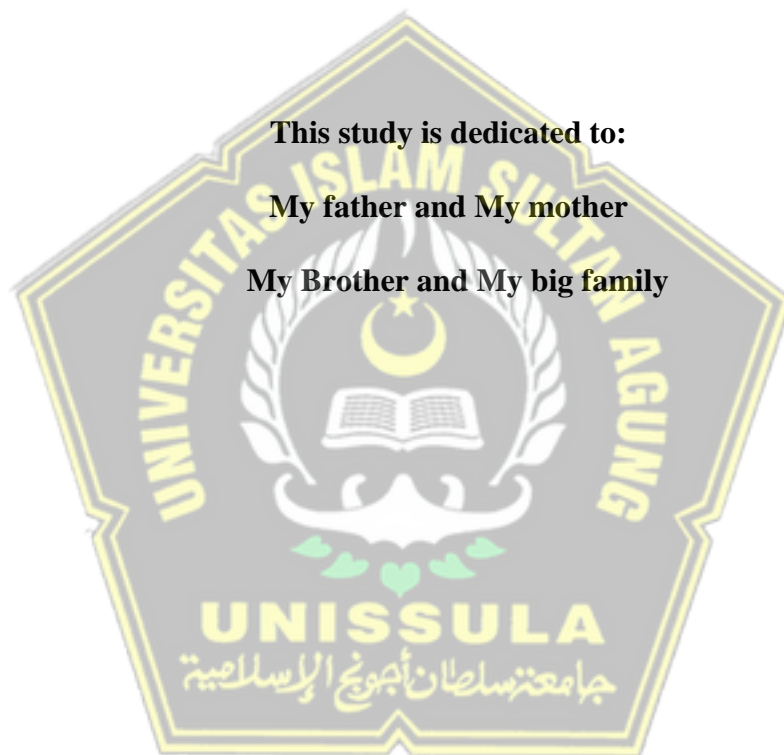


## **MOTTO AND DEDICATION**

### **MOTTO**

“One of the greatest regrets in life is being what others would want you to be,  
rather than being yourself“. –Shannon L. Alder

### **DEDICATION**



## ACKNOWLEDGMENT

*Alhamdulillah Rabbilll Alamin*, praises highest gratitude to Allah SWT who has given blessing, mercy and good health in completing this final project, Salam and Shalawat are due to the highly chosen prophet Muhammad SAW, his families and followers until the end of the world.

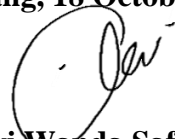
This final project is written to fulfill of the requierments for the degree of *Sarjana Pendidikan* (S.Pd) English Education Program with the title “ **The Effectiveness of Using Opentalk Application to Improve Students’ Speaking Skills at MAN Kendal**”. Therefore, the researcher would like to express my greatest appreciation to the following people:

1. Prof. Dr. Gunarto, S. H., M. H, as the Rector of Unissula.
2. Trimanah, S. Sos., M. Si, as the Dean of College of Language and Communication Science of Unissula.
3. Mubarak, S. Sos., M. Si as the Secretary of College of Language and Communication Science of Unissula.
4. Choiril Anwar, S. Pd., M. Pd, as the Head of English Education Program.
5. Choiril Anwar, S. Pd., M. Pd, as the researcher’s advisor who had given his guidance and valuable advice as well as suggestion for finalization of this final project.
6. All of the lecturers and staff of the English Department, who have given lesson, knowledge, and support during the research.

7. Drs. H. Muh. Asnawi, M. Ag, as the Headmaster of MAN Kendal for his permission to conduct the research.
8. Sri Fitri Rejeki, S. Pd, as the English Teacher at MAN Kendal for her help and cooperation during the researcher's study.
9. The researcher's family and especially beloved parents Munirotul Fuadz and Nur Ahmadi, thanks a lot for loving, supporting, and giving the researcher motivation in finishing final project.
10. The researcher's brother Adi Purnawan, who always supporting the researcher.
11. The researcher's beloved grandfather and my grandmtoher.
12. The family of MAN Kendal, especially X-1, X-7, and X-10 in academic year of the 2022/2023 for their cooperation during the researcher study.
13. All of the researcher's friends from English Education 2018.

To all people who cannot be mentioned one by one helped the researche in writing this research, thank you very much and may Allah bless them all, Finally, the researcher hope this research will be useful and beneficial to the improvement of my knowledge.

**Semarang, 18 October 2022**



**Devi Wanda Safitri**  
**NIM. 31801800011**



## ABSTRACT

Safitri, Devi Wanda. 2022. *The Effectiveness of Using Opentalk Application to Improve Student's Speaking Skills at MAN Kendal* (Quasi Experimental Research at the Tenth grade of MAN Kendal in the academic year 2022/2023). A Final Project, English Department, Faculty of Language and Communication, Sultan Agung Islamic University. Advisor: Choiril Anwar, S.Pd., M.Pd.

The Purpose of this study is to find out whether or not using the Opentalk application effective to improve students' speaking skills of the tenth grade of MAN Kendal in academic year 2022/2023. This study used a quasi experimental research design that consists of two classes, experimental class and control class. The sample was 36 students of X-1 as control class and 36 students of X-10 as experimental class. Face validity and content validity were used in this study. The validity was done by asking expert judgments to validate the instruments using rubric validation. To measure the reliability of this study, Cronbach's Alpha was used. This study used SPSS 25 to analyze the data of speaking test through several activities. The instrument for collecting data in this study was speaking test. The result of this study showed that the pre-test mean score of the control class was 67.11 and that of the experimental class was 60.78. After having treatment, the post-test mean score of control class was 72.11 and that of the experimental class was 65.89. The result of the analysis showed that there was a significant difference. It was supported by the result of t-test that showed sig (2-tailed) 0.004. It could be concluded that  $H_0$  was rejected and  $H_a$  was accepted meaning that the use of Opentalk application was effective to improve students' speaking skills.

**Keywords:** *Opentalk application, speaking skill*



## INTISARI

Safitri, Devi Wanda. 2022. *Keefektifan Penggunaan Aplikasi Opentalk Untuk Meningkatkan Keterampilan Berbicara Siswa* (Penelitian Kuasi Eksperimental pada Siswa Kelas X MAN Kendal Tahun Pelajaran 2022/2023). Tugas Akhir, Jurusan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung. Pembimbing: Choiril Anwar, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mengetahui apakah efektif atau tidaknya penggunaan aplikasi opentalk untuk meningkatkan keterampilan berbicara siswa kelas X di MAN Kendal tahun ajaran 2022/2023. Penelitian ini menggunakan desain penelitian eksperimental kuasi yang terdiri dari dua kelas yaitu kelas eksperimen dan kelas kontrol. Sampel yang diambil adalah 36 siswa X-1 sebagai kelas kontrol dan 36 siswa X-10 sebagai kelas eksperimen. *Face validity* dan *content validity* digunakan dalam penelitian ini. Validitas dilakukan dengan meminta *expert judgment* untuk memvalidasi instrumen dengan menggunakan rubrik validasi. Untuk mengukur reliabilitas penelitian ini digunakan Cronbach's Alpha. Penelitian ini menggunakan SPSS versi 25 untuk menganalisa data dalam test berbicara melalui beberapa kegiatan. Instrumen pengumpulan data dalam penelitian ini adalah tes berbicara. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test kelas kontrol adalah 67.11 dan kelas eksperimen adalah 60.78. Setelah diberikan perlakuan, post-test nilai rata-rata kelas kontrol 72.11 dan kelas eksperimen 65.89. Hasil analisis menunjukkan terdapat perbedaan yang signifikan. Hal ini didukung oleh hasil uji-t yang menunjukkan sig (2-tailed) 0.004. Dapat disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima artinya penggunaan aplikasi Opentalk efektif untuk meningkatkan keterampilan berbicara siswa.

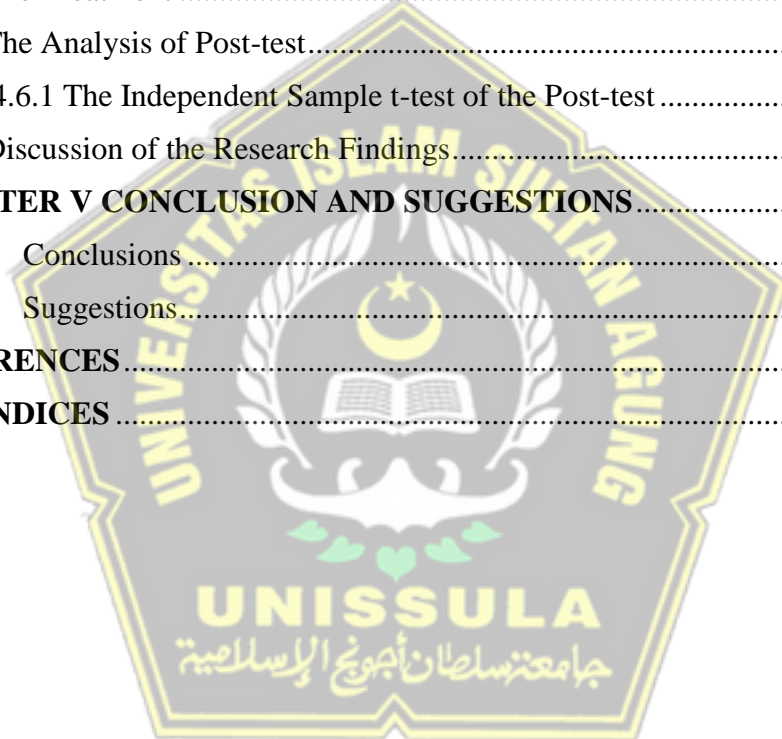
**Kata kunci:** Aplikasi opentalk, Keterampilan berbicara

## TABLE OF CONTENTS

<b>PAGE OF APPROVAL</b> .....	<b>Error! Bookmark not defined.</b>
<b>PAGE OF VALIDATION</b> .....	<b>Error! Bookmark not defined.</b>
<b>STATEMENT OF ORIGINALITY</b> .....	ii
<b>MOTTO AND DEDICATION</b> .....	iv
<b>ACKNOWLEDGMENT</b> .....	v
<b>ABSTRACT</b> .....	vii
<b>INTISARI</b> .....	viii
<b>TABLE OF CONTENTS</b> .....	ix
<b>LIST OF TABLES</b> .....	xii
<b>LIST OF FIGURES</b> .....	xiii
<b>LIST OF APPENDICES</b> .....	xiv
<b>CHAPTER I INTRODUCTION</b> .....	1
1.1 Background of the Study.....	1
1.2 Reason for Choosing the Topic.....	3
1.3 Research Question.....	4
1.4 Objective of Study.....	4
1.5 Hypotheses of the Study.....	4
1.6 Limitation of the Study.....	5
1.7 Significance of the study.....	5
1.8 Definition of Key Terms .....	7
1.9 Organization of the study .....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	9
2.1 General Concept of Speaking.....	9
2.1.1 The Definition of Speaking.....	9
2.1.2 Teaching Speaking .....	10
2.1.2.1 The Principle of Teaching Speaking.....	10
2.1.2.2 Preparations for Teaching Speaking.....	11
2.1.2.3 Teaching Speaking Activities.....	12
2.1.3 Assessing Speaking.....	15

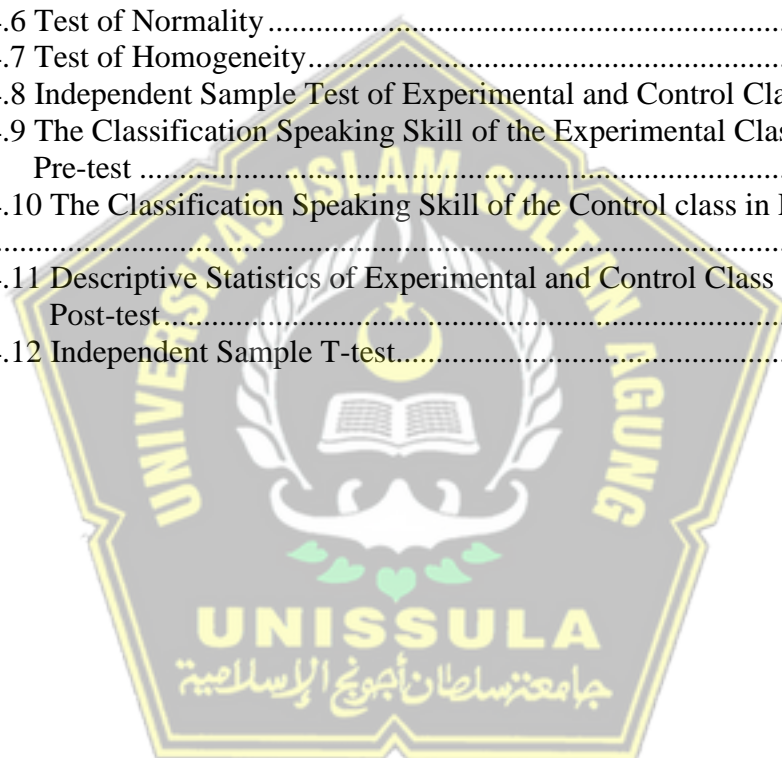
2.1.4 Basic Types of Speaking .....	17
2.1.5 Media In Teaching.....	19
2.1.5.1 Types of Teaching-Learning Media.....	19
2.2 Opentalk Application .....	20
2.2.1 The Definition Opentalk Application .....	20
2.2.2 Opentalk Features .....	21
2.2.3 How to Download Opentalk Application .....	22
2.2.4 The Use of Opentalk Application .....	23
2.3 Review of Previous Study .....	24
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>27</b>
3.1 Design of the Study .....	27
3.2 Subject of the study .....	28
3.2.1 Population.....	28
3.2.2 Sample.....	28
3.3 Data of the Study .....	29
3.3.1 Types of data .....	29
3.3.2 Variable .....	29
3.4 Instrument of the Study .....	30
3.4.1 Pre-test and Post-test .....	31
3.5 Scoring Technique.....	31
3.6 Validity and Reliability .....	33
3.6.1 Validity of Instrument .....	33
3.6.2 Reliability of Instrument.....	34
3.7 Technique for collecting data .....	34
3.8 Procedures of The Study .....	35
3.9 Data Analysis .....	36
3.9.1 Homogeneity Test .....	37
3.9.2 Normality Test.....	37
3.9.3 T-test.....	37
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>38</b>
4.1 School's Profile .....	38
4.2 Subject of the Study .....	38

4.3 Validity and Reliability of the Instrument.....	39
4.3.1 Validity.....	39
4.3.2 Reliability .....	39
4.4 Analysis of the Pre-Test .....	40
4.4.1 Pre-Test Mean Score .....	40
4.4.2 Pre-test of the Standard Normality.....	42
4.4.3 The Standard Homogeneity.....	44
4.4.4 Analysis T-test.....	45
4.5 The Treatment .....	46
4.6 The Analysis of Post-test.....	48
4.6.1 The Independent Sample t-test of the Post-test .....	49
4.7 Discussion of the Research Findings.....	51
<b>CHAPTER V CONCLUSION AND SUGGESTIONS</b> .....	53
5.1 Conclusions .....	53
5.2 Suggestions.....	54
<b>REFERENCES</b> .....	55
<b>APPENDICES</b> .....	58



## LIST OF TABLES

Table 3.1 Experimental and Control group.....	28
Table 3.2 Oral Examination Criteria.....	31
Table 3.3 Cronbach's Alpha Level of Reliability .....	34
Table 4.1 The Participants.....	39
Table 4.2 Table of Reliability .....	40
Table 4.3 The Classification Speaking Skill of the Experimental class in Pre-test .....	41
Table 4.4 The Classification Speaking Skill of the Control class in Pre-test ...	41
Table 4.5 Descriptive Statistics of Control and Experimental Class in Pre-test .....	42
Table 4.6 Test of Normality .....	43
Table 4.7 Test of Homogeneity.....	45
Table 4.8 Independent Sample Test of Experimental and Control Classes .....	46
Table 4.9 The Classification Speaking Skill of the Experimental Class in Pre-test .....	48
Table 4.10 The Classification Speaking Skill of the Control class in Post-Test .....	48
Table 4.11 Descriptive Statistics of Experimental and Control Class in Post-test.....	49
Table 4.12 Independent Sample T-test.....	50



## LIST OF FIGURES

Figure 4.1 Score Distribution of Pre-Test in Experimental class .....	44
Figure 4.2 Score Distribution of Pre-Test in Control Class .....	44





## LIST OF APPENDICES

Appendix I Research Instruments .....	59
Appendix II Rubrics Validity .....	64
Appendix III Surat Izin Penelitian .....	68
Appendix IV Approval Letter .....	69
Appendix V Rencana Pelaksanaan Pembelajaran (RPP) .....	70
Appendix VI The Result of Pre-test and Post-test .....	76
Appendix VII Documentations .....	81



## **CHAPTER I**

### **INTRODUCTION**

This chapter divided into several parts. They were the Background of the Study, the Reason for Choosing the Topic, the Research Question, the Objective of the Study, the Hypotheses of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of Study.

#### **1.1 Background of the Study**

In this era of globalization, English has become a language that is often used to communicate with other people in daily life. Rao (2019) states that English possesses universal traits, it has been acknowledged as the world language by speakers of tens of thousands of languages. In Indonesia, English was a very important foreign language to learn at any level. In the process of learning English itself, many stages must be known until these people can use it, one of the most important steps was speaking practice, people need to speak to use it. In Indonesia, learning English was required to master the four basic language skills, such as reading, listening, speaking, and writing. Also language components such as grammatical structure, vocabulary, spelling, and pronunciation. From learning English, people can also communicate with other people around the world.

People in Indonesia were aware that English plays an important role in conveying various information and knowledge around the world and was also

good for their future so that later Indonesia was not be left behind by other countries.

Using English, students need to learn it from formal or informal schools, such as self-taught, or private tutoring. Even so, many of them think that learning English was very difficult because they were not used to it, and there were many steps to be learned. Sometimes many of these students were not confident in speaking practice and reality, learning English in Indonesia focuses more on reading skills so that they know how to read it. From this, students do not know that reading was a passive skill, which makes them unwilling to practice speaking. In the teaching-learning process, students believe that being silent is preferable to making mistakes when trying to speak English. The students also feel embarrassed and anxious, even though the biggest problem is that they lack vocabulary (Juhana 2012, as cited in Nurhalim et al, 2019). This situation was negative for both students and teachers, and a solution must be found to assist students in speaking out to enhance their speaking skills.

Regarding the situation above, this study highlights the Opentalk application as a resource for students who want to improve their speaking skills. For this reason, students and the Indonesian people need to hone their speaking skills by continuing to train them, one of which was communicating with other people. In this sophisticated era, many communication companies were developing applications to make it easier for people from all over the world to interact and communicate with each other in English or their native language. We can also find this application anywhere, this was very useful for us in learning

English. According to Tian and Wang (2010), this Opentalk application has the same functionality as the Facebook application, Skype application, Facetime application, and Papa application where these applications claim to be able to develop speaking skills by talking to other people globally. Opentalk can connect with random people anywhere in the world and talk to them in English, it helped you to overcome your fear of talking to other people. Apart from communicating, you can make voice calls with anyone in the world to improve your speaking skills, learn about new places, cultures and also make new friends.

Therefore, students were not bored or tense in learning English if they use the app to help them improve their soccer skills. Learning to use this application made us comfortable because we do not need to meet face to face with them, they preferred to interact and communicate. Usually, this application was used by people who want to learn English too, from there we can help each other if something goes wrong when we practice it.

Based on the explanation above, the researcher conducted a final project entitled “The Effectiveness of Using Opentalk Application to Improve Student’s Speaking Skills at MAN Kendal”. The researcher believed that utilizing the Opentalk application to enhance learning English, particularly speaking skill, was beneficial. Students were ucated to speak directly to foreigners who also use the Opentalk application by utilizing the Opentalk app.

## **1.2 Reason for Choosing the Topic**

There were reasons for choosing the topic as follows :

1. Many students have already understood English, but they were still afraid to speak English in public.
2. Opentalk application can be used by people to improve their speaking skills.
3. Personal experience of English speaking ability from the researcher.

### **1.3 Research Question**

Based on the background of the study above, the researcher had a problem that was going to be answered as follows :

Is using the Opentalk application effective to improve 10<sup>th</sup> graders' speaking skills at MAN Kendal?

### **1.4 Objective of Study**

The objective of this current study was to find out whether or not using the Opentalk application effective to improve students' speaking skills of the 10<sup>th</sup> graders at MAN Kendal.

### **1.5 Hypotheses of the Study**

According to Lolang (2014), the hypothesis is the most important part of research that must be answered as a conclusion from the research itself and is conjectural. A hypothesis was made by a researcher as a statement to speculate on the results of a researcher or experiment. Lolang (2014) mentions that hypotheses are divided into two types, namely the null hypothesis and the alternative hypothesis.

The null hypothesis claimed that a population parameter has a specific value, while the alternative hypothesis stated that the population parameter has a value that differs from the null hypothesis's declaration. The hypotheses which were used in this study were as follows :

H<sub>0</sub>: There is no significant difference from the average score of grade 10<sup>th</sup> students in English speaking skills between students who use the Opentalk application and those who do not use the Opentalk application.

H<sub>1</sub>: There is a significant difference from the average score of grade 10<sup>th</sup> students in English speaking skills between students who use the Opentalk application and those who do not use the Opentalk application.

### **1.6 Limitation of the Study**

The researcher restricted the study to the following aspects :

1. The researcher only wants to know whether the Opentalk application was effective for improving speaking skills, especially about introducing oneself and others, and asking-giving opinion and agreement.
2. This study focused on the 10<sup>th</sup> grade students in MAN Kendal.

### **1.7 Significance of the study**

There were 2 significances of the study as follows :

#### ➤ Practical significance

The researcher hoped that the result of this study was useful for:

#### a. Students

The results of the study may help students to improve their speaking skills by using the Opentalk application as a tool to generate



their achievements. Hopefully, it would be a fun way or a motivator for students to get their speaking achievement.

b. Teacher

The results of this study can show teachers that the use of the Opentalk application can be an alternative method so that students were interested and ultimately improve students speaking skills.

c. Next Researcher

The information was passed on to future researchers, who can use it as one of their references to expand their understanding of those who undertook the same study from a different perspective.

➤ Pedagogical Significances

The researcher hoped that the result of this study was useful for:

a. Student

It was intended that by the end of this research, students founded an engaging approach to learning and enhancing their speaking skills and that they liked studying English.

b. Teacher

Teachers can used this Opentalk application as a speaking practice that was used to improve speaking skills in the learning process, which was not only for learning but also for discovering new things.

c. School

The school should be aware of the importance of teaching media to enhance teaching and learning activities, which increased the school's quality naturally.

## 1.8 Definition of Key Terms

- Opentalk Application

Opentalk is a platform to meet people from around the world and has interesting conversations. Opentalk immediately links the user with another user from around the world for a fascinating conversation. (Nurhalim et al. 2019).

- Speaking Skill

According to Bashir et al. (2016), speaking skill is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first, and involves more than just pronouncing words.

## 1.9 Organization of the study

Chapter I is an introduction that includes the background of the study, the reason for choosing this topic, the research question, the objective of the study, the hypothesis of the study, the limitation of the study, the significance of the study, the definition of the key term and the organization of the study.

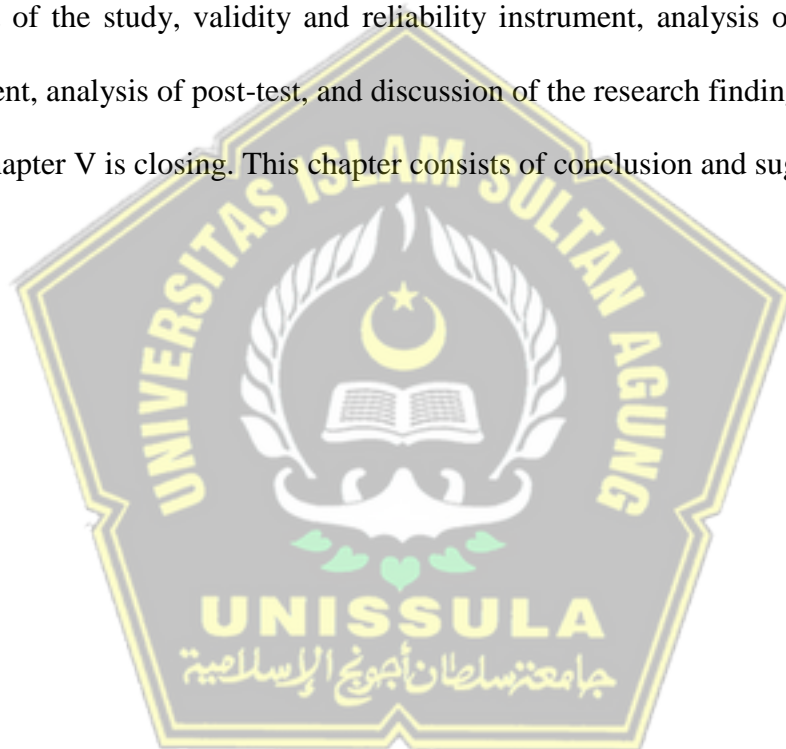
Chapter II presents reviews of related literature and previous study which include the definition of the Opentalk app, Opentalk features, how to download and install the Opentalk app, and the use of Opentalk. It consists of general

concepts of speaking including the definition of speaking, teaching speaking, assessing speaking, basic types of speaking, and media in teaching.

Chapter III presents a method of the study which consists design of the study, the subject of study, the instrument of study, the procedure of the study, technique for collecting data, data collecting procedure, and data analysis.

Chapter IV presents about the analysis of result including school's profile, subject of the study, validity and reliability instrument, analysis of pre-test, the treatment, analysis of post-test, and discussion of the research findings.

Chapter V is closing. This chapter consists of conclusion and suggestion.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the Review of Literature that is used in this study. They are Opentalk application, the general concept of speaking, and a review of the previous study.

#### **2.1 General Concept of Speaking**

This subchapter discusses the definition of speaking, teaching speaking, assessing speaking, basic types of speaking, and media in teaching.

##### **2.1.1 The Definition of Speaking**

Speaking is a social skill that allows us to make others comprehend what we are saying through our words. People in this world were made as communities and colonies; they require each other and also interact with each other, thus humans can not believe they were created just as individuals by God. Speaking is a sound-based method of communicating with others. According to Boonkit (2010), speaking is one of the four macro skills that are required for efficient communication in any language, especially when speakers are not speaking their native tongue. Speaking is a method of communication that allows people to receive and transmit information, because people may receive information and transfer information by speaking.

Speaking, in general, refers to the ability to communicate in a spoken language ( Al-Tamimi & Attamimi, 2014). It is the most difficult skill for people

to acquire to communicate in everyday situations. It is reluctant to communicate with others without speaking, and many aspects of life are influenced by speaking. The majority of people assume that speaking is difficult because it requires daily practice. In this context, the teacher's responsibility is to assist students in increasing their speaking ability.

### **2.1.2 Teaching Speaking**

Teaching students to speak focuses on increasing their communication skills because only by doing so will they be able to express themselves and follow social culture in real life. Teachers of speaking confront obstacles in persuading students to speak English, as the main goal of speaking instruction is to encourage students to do so. Some of them are still anxious about themselves when it comes to expressing what is on their minds, which is one of the difficulties teachers have while teaching speaking. Because mastering English is the major aim of learning English, teaching speaking is an activity that plays an important part in learning English. Students' speaking abilities will develop immediately if they are given the appropriate location and instructional techniques.

#### **2.1.2.1 The principle of Teaching Speaking**

According to Anurdha et al. (2014), as cited in Hussain (2017), the following are the principle of teaching speaking skills:

1. Encourage the students to speak right away, if not as soon as possible, rather than waiting for her/him to teach them a set of words, phrases, or sentences.

2. Tolerate the students if some of them simply repeat what they say.
3. If a student answers any question in one word, bear it for the time being.
4. Allow students to communicate freely with whatever English skills they have.
5. Make a structural suggestion. Allow learners to utilize the phrases/words in a variety of situations and practice as much as possible.
6. Encourage students to use the back-chaining for a tail-forwarding approach to combine more than 10 words to create long sentences.
7. As much as possible, organize play and pair work, and observe the students correct the active ones and activate the inactive ones.
8. Be well prepared in advance in terms of lesson planning, activities, and tasks.
9. Let the students develop faults and mistakes in the early stages. Interruptions and corrections hinder learning and discourage students.
10. Individual flaws should be considered and the teacher should have a compassionate attitude toward individual attention.

In a conclusion, teachers require solutions to assist students in the teaching of speaking to prevent issues that arise during the teaching of speaking.

#### **2.1.2.2 Preparations for Teaching Speaking**

The teacher must prepare teaching materials as a solution before instructing. Mirawati and Amri (2013) Mentions that there are some preparations for teaching speaking:



1. The teacher should select the subject. The subject should be relevant to the topic and adjust to the curriculum and the requirements of the students.
2. The teacher prepares a lesson plan. It assists the teacher in teaching and can guide the teacher through the teaching process.
3. The media that will be utilized in the teaching and learning process should be prepared by the teacher. Students should find the media engaging.
4. The teacher should decide on the teaching objective and indications. Its goal is to determine how well students comprehend the lesson and whether or not the teaching objectives can be achieved.
5. The teacher chooses an effective technique. A good method may make studying enjoyable for students. The students are at comfort in the classroom and are excited to learn.
6. The teacher determines the time allocation. The time allocation is required to determine how long the teacher will spend delivering material to the students.
7. The teacher evaluates students. Before reviewing, the teacher asks the students questions to obtain ideas, suggestions, and additions.

### **2.1.2.3 Teaching Speaking Activities**

According to Mirawati and Amir (2013), there are three main stages of teaching speaking activities, namely pre-teaching, whilst teaching, and post-teaching.

### 1. Pre-teaching

Pre-teaching activity is an activity of process before coming into new material or lesson. The goal of this activity is to increase students' understanding of the things they will study, as well as their motivation, and focus while learning. Brainstorming is an example of one of the pre-teaching activities.

### 2. Whilst teaching

Whilst teaching activity is the core of the teaching-learning process. The goal of this activity is to help students develop their core skills.

### 3. Post-teaching

Post-teaching activities are necessary as the follow-up phase on what the students have studied. The goal of this activity is to bring the teaching and learning process to a finish by including activities that will help students improve their knowledge and comprehension of the lesson.

It is obvious from some of the preceding points that the process of learning and teaching includes not only coming up to class and then teaching, but also various things that the teacher must prepare in advance, such as lesson plans, methods, and techniques that will be applied in learning. Teachers and students must be required to be more active in speaking English, but it can only be effective if their students can communicate fluently in English. There are various methods or techniques for improving speaking abilities and implementing them into classroom activities. According to Betti and Al-Jubouri (2015), to improve

speaking abilities, a range of functions-based activities and tasks may be used, as follows:

1. Dialogue

Dialogue is a classroom strategy for teaching linguistic functions including agreeing, disagreeing, getting, suggesting, apologizing, asking for information, etc. Dialogue are beneficial in the development of the speaking skill.

2. Role-play

Role-play is a common strategy for practicing speaking skills in the classroom. There are three types of role plays those with hints, those that are completely guided, and those that are free. Role-playing is a variation of interviews in which students are presented with a situation which involves conflict.

3. Problem (Group work)

Problems are excellent resources for getting students to speak up. They must utilize words to solve the problem while holding the problem.

4. Surveys and Interviews

This is another fascinating function-based strategy in which an interviewer or surveyor attempts to learn about a person's test, preferences, attitudes, information, and so on.

5. Debates

Class debates are effective in developing speaking skills especially if the topics are of interest to the students.

As a result, a variety of speaking techniques, such as those listed above, will significantly contribute to the development of effective communication skills in students. Students get more involved in the learning process as a result of these behaviors, and their learning becomes more meaningful and pleasurable for them.

### **2.1.3 Assessing Speaking**

Speaking is difficult to evaluate because the test taker's professionalism is required. According to Brown and Abeywickrama (2010), a test is a tool assessing a person's competence or knowledge in a certain area. The term "assessment" refers to a wide range of tests. The teacher evaluates the student's performance whenever they react to a question, comment, or try a new term or structure. The assessment is no longer limited to determining whether or not students have achieved their learning objectives. It is a constant and detailed procedure that aims to acquire a range of information regularly, as well as students' learning outcomes (Zaim et al., 2020). Brown and Abeywickrama (2010) elaborates that there are five assessment components in speaking skills related to grammatical content, vocabulary, comprehension, pronunciation, and fluency.

#### **1. Grammar**

Grammar is needed to arrange the correct sentences in conversation.

Grammar is also useful for learning the proper technique to acquire proficiency in a language in both oral and written form.

#### **2. Vocabulary**

The suitable diction that is utilized in communication is referred to as vocabulary. If a person's vocabulary is insufficient, they will be unable to properly communicate or convey their thoughts in both spoken and writing form.

### 3. Comprehension

The ability of students to respond to oral communication is measured by their comprehension. The speaker's message must be understood by the students.

### 4. Pronunciation

Pronunciation is a way for students to produce clearer language when they speak. It is concerned with the phonological process, which is a part of grammar that consists of the parts and rules that determine how sounds vary and pattern in a language.

### 5. Fluency

Fluency in speaking is the aim of many language learners, which is described as the ability to communicate effectively in a foreign language.

A rather fast speaking pace and a modest number of pauses are both indicators of fluency.

Teachers in Indonesia were mandated under the 2013 Curriculum to use authentic assessment as a means of evaluating students' abilities (Sofiana et al., 2019). According to Zaim et al. (2020), an authentic assessment is a method for teachers to collect information about their student's development and learning accomplishment using a variety of ways. When speakers communicate orally in

activities, speaking should be directly assessed. Authentic assessment is the exact approach for measuring students' ability to communicate in the language being learned orally when it comes to testing speaking abilities. Moon (2005) Mentions that there are characteristics of authentic assessment, as follows:

1. Concentrate on the most important material, such as significant ideas or a specialized skill.
2. A thorough examination.
3. It is easy to do in the classroom or a school environment.
4. The attention is on the single answer's product quality or performance.
5. Can help students improve their learning mastery and ability.
6. Have criteria that students and teachers are aware of, understand, and negotiate before the evaluation begins.
7. There are several ways for students to show that it fulfills the established criteria.
8. Assessing the task's essence and assigning a score.

The lack of competence that teachers have in implementing authentic assessment is an issue, and managing student grades and submitting final grades takes a lot of time and work.

#### **2.1.4 Basic Types of Speaking**

The type of speaking means that is reflected in the type of language used. Brown and Abeywickrama (2010) states that points out some types of speaking:



1. Imitative

Imitative speaking performance is the ability to simply repeat back (imitate) a word, phrase, or even a sentence.

2. Intensive

Intensive is a second type of speaking widely used in the assessment context. The establishment of small stretches of oral language aimed to indicate proficiency in a restricted band of grammatical, phrasal, lexical, or phonological connections (such as prosodic elements: intonations, stretch, rhythm, and juncture).

3. Responsive

Responsive indicates interacting and testing comprehension at a very low level, such as very brief conversations, standard greetings, small talk, simple requests and communication, and so on.

4. Interactive

Interactive means the length and complexity of a connection, which may include many exchanges and/or multiple participants.

5. Extensive

Extensive oral production tasks include speech, oral presentation, and storytelling, where opportunities for oral interaction from the audience are limited or equally excluded.

From the several types of speaking activities above, the student specify what they will do with the input, which serves as the starting point for the learning assignment.

### 2.1.5 Media in Teaching

Before starting teaching, the teacher must choose one of the media that will be used in the teaching and learning process, from the use of media students will be active in practicing the language they have learned. The media is a tool that teachers utilize to help students learn and to make the teaching and learning process more effective (Ristyani & Nurhayati, 2020). According to Sakat et al. (2012), the use of media in the classroom will be able to solve the problems of students with diverse learning styles. Application of media in teaching will diversify intellectual skills, which is definitely necessary in order to learn a skill. The use of media in teaching and learning aims to motivate students, and it is combined with the use of interesting multimedia, so that it creates comfort and pleasure for students in learning. Puspitarini et al., (2019) states that using media in learning can help students with different habits, habits, environments, and experiences break down social and cultural barriers.

In this technological era, the use of media in the teaching and learning process can make it easier for teachers to be more detailed in teaching and for students who use media can also learn new and fun things because it is not only based on the existing books that have been provided.

#### 2.1.5.1 Types of Teaching-Learning Media

Harmer (2007) mentions that there are several types of learning media, as follows: Textbooks, Pictures, Projectors, whiteboards, powerpoints, videos, and computer-based technology tools. According to Anitah (2009), as cited in Puspitarini et al. (2019), several types of media, as follows:

### 1. Non-projected visual media

There are caricatures, illustrations, charts, graphs, diagrams, maps and so on.

### 2. Projected visual media

There are slide (film frame), Overhead Projector (OHP), Opaque Projector, Slim strip (composite film).

### 3. Audio media

There are radio, optical media, tapes, telephones, and so on.

### 4. Audio visual-media

There are television and voice slides

### 5. Multimedia

There are interactive media, hypermedia, virtual reality, and multimedia kits.

From the several types of media above, it can be concluded that there are many media that can be used in the teaching and learning process to make it easier for teachers and students.

## 2.2 Opentalk Application

This subchapter discusses the definition of Opentalk application, Opentalk features, how to download the Opentalk Application, and the use of the Opentalk application.

### 2.2.1 The Definition Opentalk Application

Opentalk is an application that changes the way people can practice English fluently. Opentalk is a smartphone app that allows you to connect with people all

around the world and talk to them. It is popular software that may help you enhance your communication abilities all around the world. The Opentalk application does not restrict you to merely talking to individuals you know. It allows you to communicate with folks all around the world. According to Nurhalim et al. (2019), Opentalk is a platform to meet people from around the world and has interesting conversations. Opentalk immediately links the user with another user from around the world for a fascinating conversation.

Using the Opentalk app to encourage students to speak is completely free, has no adverts, uses less data, and is accessible on the most widely used platforms in the world: Android and iOS. The goal of this app is to allow voice communication by unlocking cultural knowledge through voice chat and connecting with individuals across the world based on their profiles and interests.

### **2.2.2 Opentalk Features**

#### **1. Voice Call**

Voice communication is possible with Opentalk. Users can utilize the voice call features to call people at random and simply have to wait for them to call back. Opentalk is a fantastic voice-calling program that allows people to communicate with more powerful people. This app's concept is to help us improve our English speaking and communication skills, which is great idea.

#### **2. IELTS/TOEFL**

This program is fantastic if you want to improve your IELTS/TOEFL score as well as make it easier for you to talk anytime you want, and the greatest thing is that it can all be customized and adapted to your specific needs.

### 3. Real-Time conversation

Making new acquaintances and having fantastic discussions with individuals while being anonymous is easy when you access the conversational part of app directly from the app.

Unfortunately, Opentalk only has one feature that is used, namely voice calling, so this application only focuses on improving the speaking ability of users of this application. This voice call feature is supported by ratings and talk minutes that will be obtained after completing the call.

#### 2.2.3 How to Download Opentalk Application

To operate this Opentalk Application, several steps must be followed (Nurhalim et. al 2019).

1. First, Search and download the “Opentalk” app on *Playstore* for Android-based, or *App Store* for IOS based.
2. Next, opent the “Opentalk” app.
3. Then, log in with a *Phone number, Facebook account, and E-mail*.
4. After that, allow any permissions.
5. Finally, you press the “Talk Now” button. You will be able to communicate directly with folks all over the world. You can also click “End” to end your conversation.

Those are some steps that can be used by new users to open the Opentalk application and start using it. This Opentalk program is incredibly simple to download and use by its users; all they have to do is follow the instructions. This program also does not take a lot of disk space, requiring only 12 MB.

#### **2.2.4 The Use of Opentalk Application**

According to Hafifah (2019), people try to use technology to find a lot of information through the existence of technology, such as through utilizing the internet. Technology is fast growing in most aspects of life, and in today's world, many schools use technology as a learning tool in their learning process. Because the practical English curriculum necessitates the use of technology as a medium.

The usage of social media in the classroom, such as Opentalk, has both beneficial and bad consequences for everyone (Nurhalim et al., 2019). On the plus side, the advancement of entertainment media allows users to enjoy and have fun while conversing. However, there is a risk of developing a time-wasting addiction. As a result, teachers must make use of it while avoiding the negative effects of utilizing social media in the classroom.

Opentalk can have a positive effect on students' learning to speak if students utilize social media effectively, such as having conversations with foreigners, which can help them improve to speaking. It can also help them enhance their vocabulary when they are attempting to interact with foreigners and share their unique cultures. The use of Opentalk as a social media platform



broadens their horizons. However, to play this media, students need a smartphone or computer with decent internet connectivity.

### 2.3 Review of Previous Study

There are some previous studies it can be concluded that those all the articles support this study.

The first study was made by Tian and Wang (2010) from Department of English, Peking University, Beijing, China and School of Language and Linguistics, Griffith University, Nathan, QLD, Australia. Entitled *Taking language learning outside the classroom: learners' perspective of eTandem learning via Skype*. The objective of this study was to evaluate and compare the perspective of the learners on both sides of a video conferencing-supported language partnership. The subjects of this study were 15 students of English first semester, 2009 in Peking University (PKU), China and 15 students learning Mandarin from Griffith University (GU), Australia were paired randomly to conduct language exchange via a video conferencing tool called *Skype*. This study used the qualitative as the method. The instruments of this study was the survey and the interviews. The findings of this study indicate a consensus from both groups of students that the exchange had improved their linguistic and intercultural competence, and that eTandem via Skype could be a sustainable mode of learning outside the classroom.

The second study was written by Nurhalim et al. (2019) from Siliwangi University entitled *Encouraging Students' Speaking through Opentalk App*:



*Participatory Action Research.* The purpose of this study is to examine the issues that arise for students in speaking English after being mediated by the Opentalk application. The subject of this study was four the EFL undergraduate students between the ages of 21 and 22 from English education department at Siliwangi University. This study used participatory action research (PAR) as the method. The instruments of this study, the researchers were collected data by using DICR as reflection and video recording as documentary evidence that students have used the Opentalk application. DICR data were analyzed using *Thematic analysis*. The results of this study showed that students who use the Opentalk application in four days raised issues in the form of : (1) Students' self-confidence growth in speaking, (2) Opentalk application as platform in shaping students' motivation, and (3) Speaking improvement acquisition. The themes indicated that students' speaking along with the use of Opentalk application in the speaking activities can encourage students' speaking.

The third study was composed by Hafifah, (2019) from Malang Islamic University entitled *The Effectiveness of Duolingo in Improving Students' Speaking Skill at Madrasah Aliyah Bilingual Batu School Year 2019/2020*. The purpose of this study was to proof the effectiveness of using Duolingo in improving students' speaking skills. The population of this study was the tenth grade of Madrasah Aliyah Bilingual Batu school year 2019/2020. While the sample of this study were 20 students from X IPS 2 as the experimental group and 20 students from X IPS 1 as the control group. This study used quasi-experimental design as a the method. The instruments of this study were the questions and answers test and

rubric of speaking. The result of this study indicate the use of Duolingo is significant to improve students' speaking skills at tenth-grade students in MA Bilingual Batu school year 2019/2020.

According to the previous studies above, the writer found out that the studies have similarity which is to use applications whose functions are similar to improve students' speaking skill and for teaching-learning in the classroom. On the other hand, there are also have differences from previous related studies.

The differences are using a different application but has the same function, the writer use Opentalk application as a medium to improve students' speaking skill, and the other researchers used Opentalk, Skype, and Duolingo, the sample of students that are implied, the method to collect the data, and the participants from each previous study are also quite different. In this research, the researcher uses the participation of the 10<sup>th</sup> grade students in MAN Kendal. Even though there are some differences, they show that the research about the use of application to help improving English skills like Opentalk is important to be conducted.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consists of the design of the study, the subject of study, the data of the study, the instrument of study, a technique for collecting data, data procedures of the study, data analysis, and schedule.

#### **3.1 Design of the Study**

The research method is the method utilized to conduct research. According to Pawar (2020), the research design was used to reduce costs, significantly control the consistency of the results achieved, and provide a solid basis for a complete study. In this research, experimental research was used as the method. Pawar (2020) defines the experimental design as the casual relationship in which a certain cause leads to the same result, and the cause will proceed to affect a significant degree of association. There were three types of experimental design those were pre-experimental, truly experimental, and quasi-experimental. In this study, the research design used the quasi-experimental research method. Quasi-experimental research design experiments to establish a cause and effect relationship (Gopalan et al., 2020). The reason for using this type of research method was because there were two groups or two classes participating: The control group and the experimental group. The control group was the group that does not receive the experimental treatment, while the experimental group was the group that was receive the experimental treatment. Quasi-experimental research was used to teach students' speaking skills by using the Opentalk application as the experimental group.

One of the most common quasi-experimental designs in educational research was as follows:

**Table 3.1 Experimental and Control group**

Experimental	O1	X	O2
Control	O3		O4

Adapted from Cohen et al. (2020)

Notes :

O1 ; O3 = Pre-test

O2 ; O4 = Post-test

X = Treatment

### 3.2 Subject of the study

The subject of study was divided into Population and Sample

#### 3.2.1 Population

According to Shukla (2020), the population is a collection of all the units under study that have varying characteristics and for which the research findings can be generalized. The population of this study was the 10<sup>th</sup> grade students of MAN Kendal in the academic year 2022/2023.

#### 3.2.2 Sample

The sample is the subset of the population that represents the population's characteristics (Kabir, 2016). The non-random sampling strategy was used in this

study to identify the research sample. This study was conducted to the students of 10<sup>th</sup> grade at MAN Kendal. This study conducted by involving two classes. The control group was class X-1, while the experimental group was class X-10.

### **3.3 Data of the Study**

This sub-chapter explained the types of data and variables that will be used in research by quantitative methods.

#### **3.3.1 Types of data**

Research is described as a systematic and logical method of collecting data and evaluating data to attain specific aims. In this study, quantitative research was used. Adedoyin (2020) states that quantitative research is defined as the systematic investigation of phenomena through the collecting of numerical data and the application of statistical, mathematical, or computational methodologies. Quantitative research aims to be measurable, and this cannot be separated from variables and hypotheses. According to Apuke (2017), a quantitative research approach is concerned with quantifying and analyzing variables to produce results.

#### **3.3.2 Variable**

Abiodun-Oyebanji (2017) defines that a variable might be an object, an event, an idea, a sensation, a period, or any other type that is being measured. Variables were the main ingredients of research and the basis of research work. Variables were qualities that change values when circumstances and situations change. Variables were classified into two categories, they were:

#### 1. Independent variable

According to Abiodun-Oyebanji (2017), an independent variable is an input variable that causes a certain outcome in part or all. The independent variable in this study was the use of the Opentalk application as a medium.

#### 2. Dependent variable

Abiodun-Oyebanji (2017) states that a dependent variable is the outcome variable that is caused, entirely or partially, by the input antecedent variable. The dependent variable in this study is students' speaking skills.

### 3.4 Instrument of the Study

This study used pre-test and post-test as instruments for data collection in the form of extensive speaking. According to Trigueros (2017), a research instrument is a tool used by researchers to collect data. It is used to collect, measure, and evaluate data from participants relating to the research topic. In this study, students asked to appear in front of the class in pairs, they have a conversation using English, and the researcher used grade them based on their speaking ability. Therefore, the purpose of this test was to assess students' abilities before treatment. As a result, the purpose of the pre-test was to measure the students' English speaking abilities before treatment. Students were given post-tests to determine the treatment's results in both the experimental and control group.



### 3.4.1 Pre-test and Post-test

#### 1. Pre-test

The pre-test used to collect data about students' speaking ability before receiving treatment for the experimental group and without treatment for the control group. The test administered to students in the 10th-grade students of MAN Kendal.

#### 2. Post-test

Post-test used to collect data about students' speaking ability after receiving treatment for the experimental group and without treatment for the control group. The test administered to students in the 10th-grade students of MAN Kendal. The data of this research were collected by using pre-test and post-test. A post-test given after all treatments were conducted.

### 3.5 Scoring Technique

In scoring the result of the test, this study used some criteria to acquire the final score of the students. In this study, the scoring rubric was adapted from Brown and Abeywickrama (2010), as follows:

**Table 3.2 Oral Examination Criteria**

No.	Element of Speaking	Score	Criteria
1.	Grammar	1	The grammatical error is so severe that it is difficult to understand
		2	Lots of grammatical errors that block meaning and often rearrange sentences
		3	Frequently make grammatical errors that affect the meaning



		4	Sometimes makes grammatical mistakes but does not affect the meaning
		5	No or few grammatical errors
2	Pronunciation	1	Serious pronunciation problems are completely incomprehensible
		2	Difficult to understand because there are pronunciation problems, often asked to repeat.
		3	There are pronunciation problems that require the listener to concentrate fully and sometimes there are misunderstandings.
		4	Easy to understand even with a certain accent
		5	Easy to understand and has a native speaker accent
3	Vocabulary	1	Vocabulary is so limited that conversation is impossible
		2	Using vocabulary incorrectly and limited vocabulary makes it difficult to understand
		3	Often use inappropriate vocabulary, the conversation becomes limited due to limited vocabulary
		4	Sometimes uses inappropriate vocabulary
		5	Use vocabulary and expressions like a native speaker
4	Fluency	1	Talk stutters and stops making conversation impossible
		2	Often hesitates and stops because of language limitations
		3	Fluency is a bit disturbed by language problems
		4	Fluency seems a little compromised by language problems
		5	Fluent like a native speaker
5	Comprehension	1	Cannot understand although in simple conversation
		2	Difficult to understand what she/he talks
		3	Understand most of what she/he talks in slow speaking
		4	Understand almost all, although there is

			repetition in a certain part
		5	Understand all without any difficulties

(Brown & Abeywickrama, 2010)

### 3.6 Validity and Reliability

This sub-chapter explained the validity and reliability of the instrument of study.

#### 3.6.1 Validity of Instrument

The meaningfulness of research components was concerned with validity. According to Dros (2011), the portion to which a measure adequately represents the underlying construct that is supposed to be measured is referred to as its validity. A validity test was conducted to determine whether the statements on the scale provide measurements that were consistent with the study objectives. A valid instrument has high validity, while a less valid instrument means it has low validity. The used of validated measuring instruments ensures that the findings obtained as a result of the analysis are valid. Kubai (2019) Mentions that there are five types of validity, there are construct validity, face validity, content validity, convergent and discriminant validity, and criterion-related validity.

In this study, the researcher used content validity and face validity. Content validity is the extent to which the questions on a test or instruments may represent the overall and balanced behavior of the sample being assessed (Bahri, 2019). Content validity refers to the range of test scores measuring what it claims to measure. According Dros (2011), face validity is a subjective measure of a construct's operationalization. Content validity and face validity measured the degree of testability concerning the substance of the element to be measured, in

which the researcher asked the advisor and English teacher from the school by using a rubric that was by the assessment rubric related to the topic.

### 3.6.2 Reliability of Instrument

Dros (2011) defines that the extent to which measurements are reproducible when different people conduct the measurements on separate occasions, under different conditions, with seemingly separate instruments that measure the same thing is referred to as reliability. On the other hand, reliability was the ability of a measuring instrument to produce the same research results but at different times. The ability to use measurement instruments effectively was an important consideration for improved learning outcomes. Furthermore, in this study, the researcher can test the reliability that calculated through Cronbach Alpha Coefficient Test.

**Table 3.3 Cronbach's Alpha Level of Reliability**

Cronbach's AlphaScore	Level of Reliability
0.0 – 0.20	Very Low
>0.20 – 0.40	Low
>0.40 – 0.60	Fair
>0.60 – 0.80	High
>0.80 – 1.00	Very High

(Liliana et al., 2020)

### 3.7 Technique for collecting data

In this study, the researcher used the test as the data collection. The test was in the form of a speaking test to see the difference in the results of students'

speaking skills using the Opentalk application. The researcher gave pre-test and post-test for both the control class and the experimental class.

#### 1. Pre-test

In the pre-test, the researcher administered a test within the test time allocation of 20 minutes. The pre-test was held on August 3<sup>rd</sup> and August 4<sup>th</sup> for the control class and experimental class. In the pre-test, the researcher provided a topic of dialogue that used by students for conversation in front of the class with their partners.

#### 2. Post-test

In the post-test, the researcher administered a test within the test time allocation of 20 minutes. The post-test was held on August 24<sup>th</sup> and August 25<sup>th</sup> for the control class and experimental class. To find out the results of the given technique were effective or not. The post-test given to students at the last meeting. This worked to find out the students' speaking ability scores after the experimental class received treatment using the Opentalk application.

### 3.8 Procedures of the Study

The procedures of collecting data are as follows:

1. The researcher asked permission from the school principal and the 10<sup>th</sup> grade English teacher at MAN Kendal.
2. The researcher chose the population of the research which was the 10th-grade students of MAN Kendal.

3. The researcher chose the sample of the research, which was X-7 as the try-out class, X-1 as the control class, and X-10 as the experimental class.

4. Pre-test

The test given before giving treatment to measure students' speaking skills.

5. Treatment

After being given a pre-test, the experimental class got treatment while the control was not be given treatment.

6. Post-test

After being given the experimental class gets treatment, both classes got post-test with the purpose of knowing the success of the treatment.

7. Every student who has been tested will be given a score.

8. The researcher analyzed the result of the research data.

9. The data described.

10. The researcher drew the conclusion.

### 3.9 Data Analysis

To analyze the data, the researcher utilized quantitative data analysis with pre-test and post-test. The quantitative data in this study analyzed using statistical methods. The data processed by comparing the data from the pre-test and post-test results. This technique used to find significant results by using the Opentalk application to improve students' speaking skills. Therefore, the researcher used the SPSS version 25 application.

### 3.9.1 Homogeneity Test

The homogeneity test determines whether or not the sample has the same variance (Destianingsih & Satria, 2017). In this study, the homogeneity test measured by Levene Test.

### 3.9.2 Normality Test

The normality test is used to determine whether or not the data distribution is normal (Destianingsih & Satria, 2017). Normality testing depends on the ability to observe plotted data. In this study, the formula that used in calculating the normality test was the Kolmogorov-Smirnov test.

### 3.9.3 T-test

A t-test is a kind of statistical test used to compare two groups' means (Kim, 2015). According to Soh (2016), especially in terms of t-testing, null and alternative hypotheses are expressed as ( $\mu_1$  and  $\mu_2$  are the populations mean for group  $\neq 1$  and group  $\neq 2$ ):

**$H_0$ :  $\mu_1 - \mu_2 = 0$**  (“the difference between the two population means is equal to 0”).

**$H_1$ :  $\mu_1 - \mu_2 \neq 0$**  (“the differences between the two population means is not 0”).

The hypothesis criteria:

1. If t-value > t-table and sig (2-tailed). < 0.05, it means that  $H_1$  was accepted and  $H_0$  was rejected.
2. If t-value < t-table and sig (2-tailed). > 0.05, it means that  $H_1$  was rejected and  $H_0$  was accepted.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter consists of description of school's profile, subject of the study, validity and reliability of the instrument, the analysis of pre-test, the treatment, the analysis of post-test, and research discussion.

#### **4.1 School's Profile**

This study was carried out at Man Kendal involving students from classes X-1 and X-10. This study was conducted from August 3 through August 24, 2022. Man Kendal is a senior high school in Kendal, was located in Komplek Islamic Center, Jalan, Soekarno-Hatta No. 18 Bugangin, Kec.Kendal, Kabupaten Kendal, Jawa Tengah 51314. This school is divided into two parts, south Man Kendal and North Man kendal, and this school has four major which are, IPA, IPA, Bahasa, and Agama.

There are 10 classes for Tenth graders with total 360 students. Every class consists of 36 students per class. This quality of English teacher is professional in cooperating with students and in communicating with students. Moreover, the environment is pleasant because the principal, teachers, and staff, as well as students, are all welcome in this school.

#### **4.2 Subject of the Study**

The study's participants were the tenth grade at Man Kendal, and it involved two classes: the experimental was the X-10 class and the control was the



X-1 class. In the experimental class students used Opentalk application as media in learning and the control class without treatment.

**Tables 4.1 The Participants**

Group	Class	The Students		Total of Students
		Male	Female	
Experimental	X-10	15	21	36
Control	X-1	28	8	36
<b>TOTAL</b>				<b>72</b>

This study used an experimental design since the study's objective is to determine the effectiveness of the Opentalk Application by treating the experimental class while maintaining the control class untreated.

### **4.3 Validity and Reliability of the Instrument**

This sub-chapter contains of Validity and Reliability that was used in the study.

#### **4.3.1 Validity**

This study instruments was validated using content validity and face validity. The expert judgment of the study's substance and applicability was used to determine its validity. The English teacher's permission was also obtained in order to validate the instructional test used in this study. Therefore, it could be said that the data were valid. Appendix 2 contains the two validation rubrics.

#### **4.3.2 Reliability**

The reliability instrument is intended to evaluate consistency and students competence. The Cronbach's Alpha formula was used with SPSS version 25 to

calculate the reliability of this study instrument. In this study, reliability was assessed based on 5 aspects of assessment in speaking skills. The reliability was made on August 3<sup>rd</sup>, 2022.

**Tables 4.2 Table of Reliability**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.697	5

Based on the reliability table above, if the Cronbach's Alpha value is  $< 0.60$  and the Cronbach's Alpha value is  $> 0.60$ , are variables are said to be reliable. According to the table above, the Cronbach's Alpha for the analysis is 0.697. As a result of the reliability test,  $0.697 > 0.60$ , which shows that all variables with 5 items in this study are reliable.

#### **4.4 Analysis of the Pre-Test**

This sub-chapter consists of Pre-test Mean-score, Pre-test Standard Normality, and Pre-test Standard Homogeneity.

##### **4.4.1 Pre-Test Mean Score**

Before beginning the experimental treatment, a pre-test was conducted. The aim of the pre-test was to determine the students' ability to speak. On Wednesday, 3<sup>rd</sup> August – Thursday 4<sup>th</sup> 2022, a pre-test was held. The test is in the form of an oral speaking, and both classes X-1 and X-10 received the same instructions, which had previously been validated for validity and reliability. The

students conducted a dialogue with their partner based on the topics provided by the researcher. Then the researcher scored them.

**Tables 4 3 The Classification Speaking Skill of the Experimental class in Pre-test**

Class	Score	Classification	Number of Students
Experimental	85-100	Excellent	0
	75-85	Good	1
	65-75	Proficient	10
	50-65	Intermediate	22
	Less than 50	Poor	3
<b>TOTAL</b>			<b>36</b>

The classification of scores in the experimental class in the pre-test, which consisted of 36 students, was shown in Table 4.3 above; 1 student reached good level, 10 students got proficient level, most 22 students achieved intermediate level, and 3 students achieved poor level. There is only one student got good scores.

**Tables 4.4 The Classification Speaking Skill of the Control class in Pre-test**

Class	Score	Classification	Number of Students
Control	85-100	Excellent	0
	75-85	Good	9
	65-75	Proficient	10
	50-65	Intermediate	16
	Less than 50	Poor	1
<b>TOTAL</b>			<b>36</b>

The classification of scores in the control class in the pre-test, which consisted of 36 students, was shown in Table 4.4 above; 9 students achieved good

level, 10 students got proficient level, 16 students achieved intermediate level, and 1 student got poor level. There were 9 students got good level.

Based on the table 4.3 and table 4.4 above, it can be concluded that the classification speaking skill between of the experimental class was not too good, while the control class got very good scores.

**Tables 4.5 Descriptive Statistics of Control and Experimental Class in Pre-test**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	pretest experimental	36	60.78	8.271	1.378
	pretest control	36	67.11	7.716	1.286

Table 4.5 showed that the mean score of pre-test for the experimental class was 60.78 and standard deviation was 8.271. The mean score of pre-test for control class was 67.11 and standard deviation was 7.716. It means the pre-test score of experimental class was different from the score of control class.

#### 4.4.2 Pre-test of the Standard Normality

SPSS 25 was used to analyze the results of this study. The next procedure was to analyze the data's normality after received pre-test from the experimental and control classes. The researcher used the One-Sample Kolmogorov-Smirnov Test to determine the class's normality standard. The probability of this test was:

$H_0$  : if Sig.(2-tailed)  $> 0.05$ , the data distribution is normal.

$H_a$  : if Si. (2-tailed)  $< 0.05$ , the data distribution is not normal.

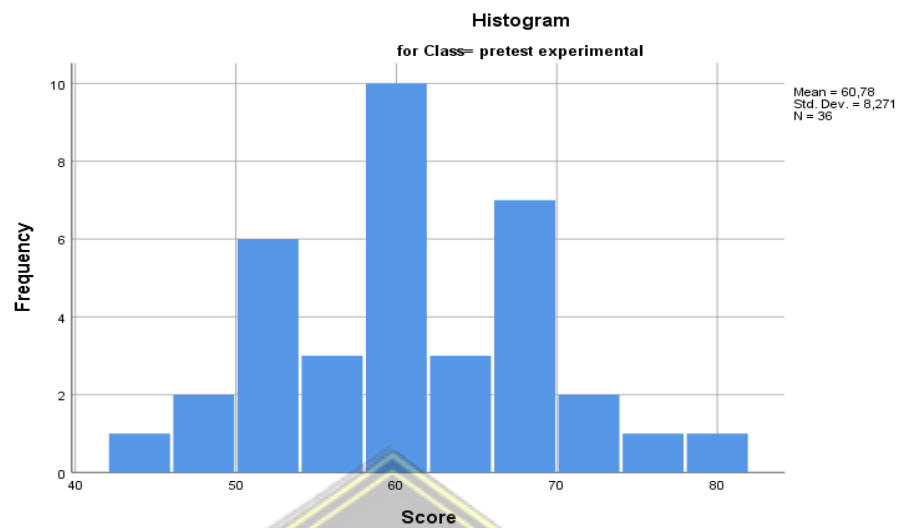
**Tables 4.6 Test of Normality**

One-Sample Kolmogorov-Smirnov Test				
			pretest experimental	pretest control
N			36	36
Normal Parameters <sup>a,b</sup>	Mean		60.78	67.11
	Std. Deviation		8.271	7.716
Most Extreme Differences	Absolute		.149	.157
	Positive		.149	.157
	Negative		-.129	-.154
Test Statistic			.149	.157
Asymp. Sig. (2-tailed)			.043 <sup>c</sup>	.026 <sup>c</sup>
Monte Carlo Sig. (2-tailed)	Sig.		.365 <sup>d</sup>	.306 <sup>d</sup>
	99% Confidence Interval	Lower Bound	.353	.294
		Upper Bound	.378	.318

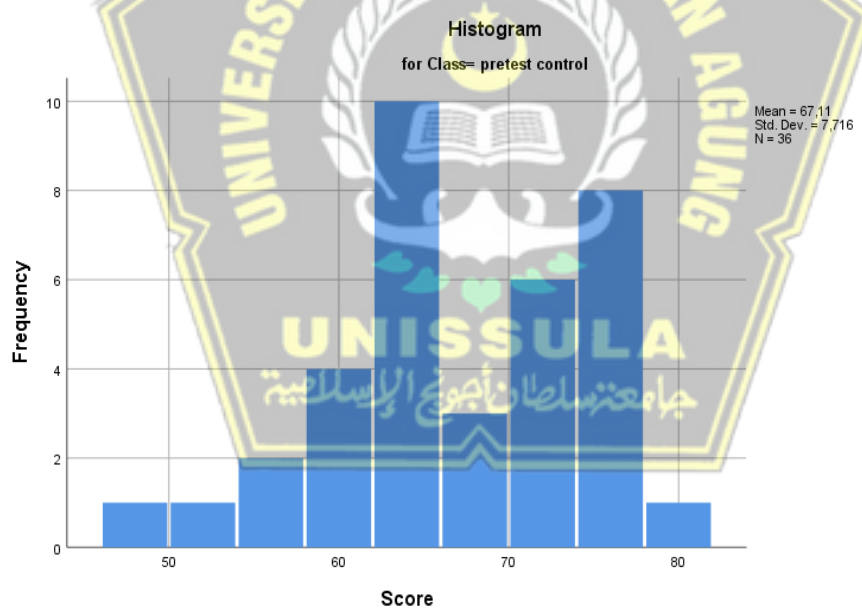
a. Test distribution is Normal.

b. Calculated from data.

Table 4.6 pre-test score of experimental class shows that the total numbers of students (N) were 36, the mean score was 60.78 and standard deviation 8.271. The Sig. (2-tailed) was 0.365 which means that Sig. (2-tailed) > 0.05;  $H_0$  was accepted; the data distribution pre-test score of experimental class was normal. Then, pre-test score of control class shows that the total of numbers of students (N) were 36, the mean score was 67.11 and the standard deviation was 7.716. The Sig. (2-tailed) was 0.306 which means that Sig. (2-tailed) > 0.05;  $H_0$  was accepted; The data distribution pre-test score of control class was normal. It can be concluded that the normality data distribution of both experimental class and control class was normal. The curves of the data results are as follow:



**Figure 4.1 Score Distribution of Pre-Test in Experimental class**



**Figure 4.2 Score Distribution of Pre-Test in Control Class**

#### 4.4.3 The Standard Homogeneity

The variance pre-test data of both the xeperimental and control classes were analyzed using homogeneity analysis or Levene'Test. It determined if the samples are homogeneous or heterogeneous. The probabilities are as follow:

$H_0$ : If Sig. (2-tailed)  $> 0.05$ , the variance of two data were the same and homogeneous.

$H_a$ : If Sig. (2-tailed)  $< 0.05$ , the variance of two data were the different and heterogeneous.

**Tables 4.7 Test of Homogeneity**

Test of Homogeneity of Variance			
Levene Statistic	df1	df2	Sig.
.003	1	70	.954

The table 4.7 of homogeneity test score showed that the Levene Statistics was Sig. 0.954  $> 0.05$ ;  $H_0$  was accepted. It means that homogeneity of the experimental class and control class have a homogeneous variance.

#### 4.4.4 Analysis T-test

The researcher analyzed the T-test after determining the homogeneity and normality of the data statistics. The result of T-test in the pre-test can be seen in the table below:



**Tables 4.8 Independent Sample Test of Experimental and Control Classes**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.003	.954	-3.360	70	.001	-6.333	1.885	-10.093	-2.574
	Equal variances not assumed			-3.360	69.665	.001	-6.333	1.885	-10.093	-2.573

There were two classes, as shown in table 4.8: the experimental class and the control class. The experimental class consists of 36 students and the control class consists of 36 students as well. Then, T-test for equality for mean Sig. (2-tailed) was 0.001. Which means that Sig. (2-tailed) < 0.05, it can be said that  $H_0$  was rejected and  $H_a$  was accepted because lower than 0.05. As a result, there was a significant difference in students' speaking ability between the experimental and control classes in the pre-test for both classes.

#### 4.5 The Treatment

This study started on 3 August 2022 until 25 August 2022. Data were collected from two classes, they were the experimental class and the control class. Class X-10 as the experimental class and class X-1 as the control class. The experimental class was treated using Opentalk Application. The treatment consisted of two meetings in the experimental class.

The first treatment was carried out on 11 August 2022. The teaching and learning process at the first meeting was carried out for 120 minutes, 60 minutes for teaching and learning, 60 minutes for practicing. In the experimental class, I as the researcher explained what material would be studied. The first material presented was “Introducing oneself and others”. In this material, students were taught how to introduce themselves such as name, place of residence, age, occupation, and hobbies. After that, students were asked to pay attention to examples of dialogues or paragraphs contained in the material. After the material was implemented, students were expected to be able to understand it and be able to practice it. For practicing the material, students used the Opentalk application for learning to talk to foreigners in the application.

The second treatment was carried out on 18 August 2022. The second material presented was “Asking and Giving Opinion and Asking and Giving Agreement”. In this second material, students learned how to give and ask for opinions from others and also how to respond to them. Just like the first treatment, after students have understood the material, they would practice it by speaking to foreigners through the Opentalk application. The second meeting was held for 120 minutes as well.

In this treatment, there were some students who were still hesitant and did not even want to talk to foreigners at all. They felt inferior on their speaking skills. They tended to rely on their friends and only looked at their friends after being connected with foreigners. The most of the sentences were grammatically incorrect, and the majority of the words were mispronounced.

#### 4.6 The Analysis of Post-test

This sub-chapter describes the process to collect data of the Post-test in the experimental class and the Post-test in the control class.

Following the completion of the experimental treatment, a post-test was given. The purpose of the post-test was to determine the students' ability to speak after treatment. The post-test was held on Wednesday, 24 August 2022 and on Thursday, 25 August 2022. The time allocation was 120 minutes, and total number of students was 72 students. The test was in the form of speaking, and both classes X-1 and X-10 received the same instructions, which had previously been validated for validity and reliability. The post-test was conducted to measure the progressing of students' speaking ability.

**Tables 4.9 The Classification Speaking Skill of the Experimental Class in Post-Test**

Class	Score	Classification	Number of Students
Experimental	85-100	Excellent	0
	75-85	Good	1
	65-75	Proficient	14
	50-65	Intermediate	19
	Less than 50	Poor	2
<b>TOTAL</b>			<b>36</b>

**Tables 4.10 The Classification Speaking Skill of the Control class in Post-Test**

Class	Score	Classification	Number of Students
Control	85-100	Excellent	1
	75-85	Good	9
	65-75	Proficient	19
	50-65	Intermediate	7
	Less than 50	Poor	0
<b>TOTAL</b>			<b>36</b>

Table 4.9 and table 4.10 reveal that there was an improvement in both the experimental and control class. In the experimental class, there was 1 student in a good level, 14 students achieved proficient level, 19 students in intermediate level, and 2 students achieved poor level. There was a difference in control class which there was 1 student in an excellent level, 9 students in good level, 19 students achieved proficient level and there was no students in a poor level. There were 72 students who participated in this activity. The post-test instructions were similar to the pre-test procedures.

**Tables 4.11 Descriptive Statistics of Experimental and Control Class in Post-Test**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	post-test experimental	36	65.89	10.276	1.713
	post-test control	36	72.11	7.058	1.176

Table 4.11 showed that the mean score of post-test for the experimental class was 65.89 and standard deviation was 10.276. The mean score of post-test for control class was 72.11 and standard deviation was 7.058. It means the pre-test score of experimental class was different from the score of control class.

#### **4.6.1 The Independent Sample t-test of the Post-test**

The study used independent sample t-test to compare the data of the post-test in the experiment and control class to determine whether there was a difference in post-test score between the experimental and control classes. The first compared pre-test mean scores from the experimental and control classes. If there was a

difference between the experimental and control classes' scores, the next table was used to determine whether the difference was significant.

**Tables 4.12 Independent Sample T-test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	5.549	.021	-2.995	70	.004	-6.222	2.078	-10.366	-2.078
	Equal variances not assumed			-2.995	62,013	.004	-6.222	2.078	-10.375	-2.069

Sig. (2-tailed) < 0.05 = Significance difference

Sig. (2-tailed) > 0.05 = No significance difference

According to table 4.12, the total number of student (N) in this study for both classes experiment and control was 72, with the degree of freedom (df) = N-2 =70. Therefore, the answered the hypotheses that the sample test on independent column Sig. (2-tailed) shows the 0.004 good assumption same variance and homogeneous. Because Sig. (2-tailed) = 0.004 < 0.05 means  $H_0$  was rejected and  $H_a$  was accepted. As a result, there was a significant difference in students' speaking ability between the experimental and control classes in the post-test for both classes.

#### 4.7 Discussion of the Research Findings

The research findings were discussed in terms of the experiment results (pre-test, treatment, and post-test) and the answer to the question of the research is using the Opentalk application effective to improve 10<sup>th</sup> graders speaking skills at MAN Kendal in the academic year 2022/2023.

In this study, before the students were treated with the Opentalk application, the results of the students in the experimental class revealed that their speaking skills remained low. Students were sluggish, bored and engaged in phone while teaching and learning process. As a result, the students' ability to speak is restricted. According to the findings, the post-test score of the experimental group was higher than the pre-test score in terms of improving speaking skill. As a result, the students' ability to speak is restricted. According to the findings, the post-test score of the experimental group was higher than the pre-test score in terms of improving speaking skill.

During the pre-test, it was discovered that the majority of students did not know how to speak or express their opinion while they were matched to the foreigners. Their pronunciation was poor, and they were still hesitant to performed in front of they were partners. The experimental group's speaking ability increased significantly after treatment. It was approved by the result of post-test, there were got good score. The experimental class consisted of 36 students, and there was a significant improvement in the students' speaking skills. The mean score of post-test for control class was 72.11 and standard deviation was 7.058.



Related to the previous research in chapter II, the results are in line with the theory presented by Nurhalim et al. (2019) stating that Opentalk will have a positive effect on students' learning to speak if students utilize social media effectively. In line with those statements, Ristyani & Nurhayati (2020) stated that the media is a tool that teachers utilize to help students learn and to make the teaching and learning process more effective.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter is about the conclusion of this study suggestions based on the result of the experimental study.

#### 5.1 Conclusions

According to the statistical analysis of the data in the previous chapter, there was a significant difference between students' speaking achievement in the control class and the experimental class. This suggests that using the Opentalk application in the teaching-learning process can improve students' speaking skills to 10<sup>th</sup> graders of MAN Kendal in the academic year 2022/2023. Based on the data, the total number of subjects (N) in this study for both control and experimental classes was 72, with the degree of freedom (df) =  $N-2 = 70$ .

The mean score of the pre-test in experimental class was 60.78 and the control was 67.11, while in the post-test the mean score of experimental class was 65.89, and the control class 72.11. Students in the experimental class improved their speaking skills significantly after using the Opentalk Application. The Independent Sample t-test for post-test showed that the t-value derived was 2.995 and t-table was 2.995. Whereas, the Independent Sample t-test showed that Sig. 2 (tailed) was  $0.004 < 0.05$ . It means that  $H_0$  was rejected and  $H_a$  was accepted, meaning that Opentalk application was effective to improve students' speaking skills at MAN Kendal.

## 5.2 Suggestions

Based on the conclusions above, some suggestions are given as follows:

### 1. The teacher

Teachers should choose acceptable ways for developing their students' speaking abilities. They can combine several ways to find the most effective one, allowing students to enjoy the teaching and learning process. The teacher should also consider using Opentalk as media or other similar tools to encourage students to freely practice what they have learned.

### 2. The students

- a. The students can use Opentalk or other similar tools as a guide to improve their speaking abilities and motivate them to learn English better and students can practice it individually.
- b. The students should practice the material they have learned more to make it easier for them to speak in English.

### 3. The next researcher

Because this media was wasted time if students do not pay attention in class, so the next researcher should be more innovative and capable to use other methods such as participatory action research (PAR) or collaborative learning.

### 4. The school

The school should attempt to complete the teaching-learning facilities in the classroom, such as an LCD projector, to make the teaching-learning process more comfortable and to avoid wasting time in teaching leaning.

## REFERENCES

- Abiodun-Oyebanji, O. J. (2017). Research variables: Types, uses and definition of terms. *Research in Education*, July, 43–54. [https://www.researchgate.net/publication/342897909\\_RESEARCH\\_VARIABLES\\_TYPES\\_USES\\_AND\\_DEFINITION\\_OF\\_TERMS](https://www.researchgate.net/publication/342897909_RESEARCH_VARIABLES_TYPES_USES_AND_DEFINITION_OF_TERMS)
- Adedoyin, B. O. (2020). Quantitative research method assignment. *Near East University*, 2013. <https://www.coursehero.com/file/90924150/19500479-FirstTopic.docx/>
- Apuke, O. D. (2017). Quantitative research methods: A synopsis approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 6(11), 40–47. <https://doi.org/10.12816/0040336>
- Bahri, M. F. (2019). Content validity and reliability analysis of integrated islamic-science test instrument to measure the students critical thinking ability. *ISLAM Realitas: Journal of Islamic & Social Studies*, 5(1), 45–51. [https://doi.org/DOI:10.30983/islam\\_realitas.v5i1.894](https://doi.org/DOI:10.30983/islam_realitas.v5i1.894)
- Bashir, M., Azeem, M., & Dogar, A. H (2016). Factor effecting students' English speaking skill. *British Journal of Arts and Social Science*, 2(1), 35-50. <http://www.bjournal.co.uk/BJASS.aspx>
- Betti, M. J., & Al-Jouburi, C. F. (2015). *Approaches and Methods of Teaching English as Foreign Language*. (z-lib.org). pdf.(n.d.). <http://j.ideasspread.org/index.php/ilr/article/view/950>
- Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia - Social and Behavioral Sciences*, 2(2), 1305–1309. <https://doi.org/10.1016/j.sbspro.2010.03.191>
- Brown, H.D., & Abeywickrama, P. (2010). *Brown-Abeywickrama-2010-Ch-2-Language-Assessment-Principles-and-Classroom-Practices\_Compress.Pdf* (pp. 184–185). <https://doku.pub/documents/brown-abeywickrama-2010-ch-2-language-assessment-principles-and-classroom-practices-ko0m6j4v4eqd>
- Cohen, L., Manion, L., & Morrison, K. (2020). Experiments, quasi-experiments, single-case research and meta-analysis. In *Research Methods in Education*. <https://doi.org/10.4324/9780203029053-23>
- De Trigueros, R. (2017). Qualitative and Quantitative research tools. *March 2017*, 1–16. [https://us.sagepub.com/en-us/nam/product/qualitative\\_and\\_quantitative\\_research\\_instrument?page=1](https://us.sagepub.com/en-us/nam/product/qualitative_and_quantitative_research_instrument?page=1)
- Destianingsih, A., & Satria, A. (2017). A study on the effectiveness of using web based English learning media for new-coming students of polbeg. *Invoish Journal*. 2(2), 96-105. <http://ejournal.polbeng.ac.id/index.php/IJ>

- Dros, E. (2011). Validity and reliability in social science research. *Education Research and Perspectives*, 38(1), 105–123. <https://search.informit.org/journal/erap>
- Gopalan, M., Rosinger, K., & Ahn, J. Bin. (2020). Use of quasi-experimental research designs in education research: Growth, promise, and challenges. *Review of Research in Education*, 44(1), 218–243. <https://doi.org/10.3102/0091732X20903302>
- Hafifah. (2019). The effectiveness of duolingo in improving students' speaking skill at Madrasah Aliyah Bilingual Batu School Year 2019/2020. *LangEdu Journal*, 10(3), 1–7. <http://riset.unisma.ac.id/index.php/LANG/article/view/10036>
- Hussain, S. (2017). Teaching speaking skills in communication classroom. *International Journal of Media, Journalism and Mass Communications*, 3(3). <https://doi.org/10.20431/2454-9479.0303003>
- Kabir, S. M. S. (2016). Sample and sampling designs. *Fundamentals of Research Methodology and Statistics*, July 2016, 323. <https://jnu.ac.bd/profile/portal/web/93/publication.html>
- Kim, T. K. (2015). T test as a parametric statistic. *Korean Journal of Anesthesiology*, 68(6), 540–546. <http://doi.org/10.4097/kjae.2015.68.6.540>
- Kubai, E. (2019). Reliability and validity of research instruments. *NMK Conference*, 1–9. <https://www.researchgate.net/publication/335827941>
- Liliana, R. A., Raharjo, W., Jauhari, I., & Sulisworo, D. (2020). Effects of the online interactive learning media on student's achievement and interest in physics. *Universal Journal of Educational Research*, 8(3 B), 59–68. <https://doi.org/10.13189/ujer.2020.081507>
- Lolang, En. (2014). ) Hipotesis nol dan hipotesis alternatif. *Jurnal Kip*, 3(3), 685–696. <http://journals.ukitoraja.ac.id/index.php/jkip/index>
- M. Al-Tamimi, N. O., & Attamimi, R. A. (2014). Effectiveness of cooperative learning in enhancing speaking skills and attitudes towards learning English. *International Journal of Linguistics*, 6(4), 27. <https://doi.org/10.5296/ijl.v6i4.6114>
- Mirawati., & Amri, Z. (2013). Improving students' speaking ability through PMI (Plus, Minus, and Interesting) strategy at Junior High School. *Journal of English Language Teaching*, 1(2). 216–223. <http://doi.org/10.24036/jelt.vli2.1956>
- Moon, T. R., Brighton, C. M., Callahan, C. M., & Robinson, A. (2005). Developement of authentic assessment for the middle school classroom. *Journal of Secondary Gifted Education*, 16(2-3), 119–133.



<http://doi.org/10.4219/jsge-2005-477>

- Nurhalim, G. A., Saputra, y., & Pujasari, R.S. (2019). Encouraging students' speaking through Opentalk app: Participatory action research. *Journal of Universitas Siliwangi*. <http://doi.org/10.13140/RG.2.2.14738.81608>
- Pawar, N. (2020). 6. Type of research and type research design. *Social Research Methodology*, 8(1), 46–57. <https://www.kdpublications.in>
- Puspitarini, Y. D., & Hanif, M. (2019). Using learning media to increase learning motivation in elementary school. *Anatolian Journal of Education*, 4(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Rao, P. S. (2019). Research journal of English as a global language. *Research Journal of English (RJOE)*, 4(1), 65–79. [https://www.rjoe.org.in/Files/vol4issue1/new/OK RJOE-Srinu sir\(65-79\).pdf](https://www.rjoe.org.in/Files/vol4issue1/new/OK RJOE-Srinu sir(65-79).pdf)
- Ristyani, N. A., & Nurhayati, N. N. (2020). Improving students' interest by using picture media at Tk Nur Assalam. *PROJECT (Professional Journal of English Education)*, 3(1), 1. <https://doi.org/10.22460/project.v3i1.p1-4>
- Sakat, A. A., Mohd Zin, M. Z., Muhamad, R., Ahmad, A., Ahmad, N. A., & Kasmoo, M. A. (2012). Educational technology media method in teaching and learning progress. *American Journal of Applied Sciences*, 9(6), 874–878. <https://doi.org/10.3844/ajassp.2012.874.878>
- Shukla, S. (2020). Concept of population and sample. *How to Write a Research Paper*, June, 1–6. [https://www.researchgate.net/publication/346426707\\_CONCEPT\\_OF\\_POPULATION\\_AND\\_SAMPLE](https://www.researchgate.net/publication/346426707_CONCEPT_OF_POPULATION_AND_SAMPLE)
- Sofiana, N., Mubarak, H., & Yuliasri, I. (2019). English language teaching in secondary schools: An analysis of the implementation of Indonesian ELT 2013 curriculum. *International Journal of Instruction*, 12(1), 1533–1544. <https://doi.org/10.29333/iji.2019.12198a>
- Soh, T. C. (2016). *Data Analysis and Application-t Tests Toi Clyaton-Soh-Capella Univerisity*. (n.d.). <http://doi.org/10.13140/RG.2.2.28367.69285>
- Tian, J., & Wang, Y. (2010). Taking language learning outside the classroom: Learners' perspectives of eTandem learning via Skype. *Innovation in Language Learning and Teaching*, 4(3), 181–197. <https://doi.org/10.1080/17501229.2010.513443>
- Harmer, J. (2007). The practice of English language teaching. *Curriculum Inquiry*, 17(3), 293–318. <https://doi.org/10.1080/03626784.1987.11075294>
- Zaim, M., Refnaldi, & Arsyad, S. (2020). Authentic assessment for speaking skills: Problem and solution for english secondary school teachers in Indonesia. *International Journal of Instruction*, 13(3), 587–604. <https://doi.org/10.29333/iji.2020.13340a>