PENGESAHAN UJIAN SKRIPSI

Skripsi atas nama: **Romis**, stambuk: **219110014** diterima oleh panitia Ujian Skripsi Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Parepare (UM PAREPARE) SK Nomor: SK nomor 790/FKIP/II.3.AU/F/2024, untuk memenuhi sebagian syarat memperoleh Gelar Sarjana Pendidikan (**S.Pd.**) yang dipertahankan di depan penguji pada hari Sabtu, tanggal 24 Agustus 2024.

PANITIA UJIAN

1. Ketua : Dr. Khadijah Maming, S.Pd., M.Pd. (. . . . . .)

PENGUJI

1. Nasrullah A, S.Pd., M.Pd. (. . . . . .)
2. Sudarmanto, S.Pd., M.Pd. (. . . . . .)
3. Dr. Khadijah Maming, S.Pd., M.Pd. (. . . . . .)
4. Sianna, S.Pd., M.Pd. (. . . . . .)

Disahkan Oleh:	Mengetahui:
Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare.	Ketua Program Studi Pendidikan Bahasa Inggris
Patahuddin, S.Pd., M.Pd.	**Dr. Khadijah Maming, S.Pd., M.Pd.**
NBM. 859 502	**NBM. 986 844**

DECLARATION

Yang bertanda tangan dibawah ini:

Nama	: Romis
NIM	: 219110014
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Judul Skripsi	: Improving Students' Speaking Skill Using ELSA Speak Application at SMPN 1 Parepare

Dengan ini saya menyatakan bahwa skripsi yang saya susun ini adalah murni karya tulis saya secara mandiri dan pribadi serta bukan plagiat, sebagaimana yang telah diatur dalam Peraturan Mentri Pendidikan Nasional Nomor 17 tahun 2010 tentang Pencegahan dan Penangglangan Plagiat di Perguruan Tinggi serta Aturan Akademik UMPAR yang berlaku.

Apabila dikemudian hari terbukti bahwa skripsi ini bukan atau tidak merupakan karya pribadi dan tebukti merupakan karya plagiat bik disengaja maupun tidak disengaja, maka saya bersedia menerima sanksi sebagai berikut:

1. Dibatalkan gelar sarjananya sesuai dengan ketentuan yang berlaku.
2. Dituntut di muka hukum sebagai tindak pidana penipuan serta plagiarism.

Demikian Surat Pernyataan ini saya buat dengan sebenar-benarnya dan tanpa ada paksaan dari pihak manapun.

Parepare, 29 Agustus 2024

Yang menyatakan,



Romis

NIM. 219110014

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Alhamdulillahi Rabbil Alamin, the researcher expresses his deepest gratitude to Allah SWT, the Almighty, for providing His guidance, taufik, health, and grace in completing this thesis. Shalawat and salam may always be poured out to the Prophet Muhammad SAW, his family, friends, and followers.

This thesis is submitted to the English Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University as a partial fulfillment of the requirements to obtain a Bachelor's degree. The researcher then realized that without the help of others, this thesis would never have been completed. Therefore, the researcher would like to express her sincere gratitude and appreciation to all those who have helped in the completion of this thesis for their advice, encouragement, and invaluable sacrifices. My deepest gratitude to my beloved parents, “Pataruddin and Tahira”, and my beloved brother, “Satar”, for their endless love, support, prayers, and inspiration for my success.

For the guidance and correction in writing this thesis, sincere and profound gratitude goes to Nasrullah A, S.Pd., M.Pd. as the first supervisor and Sudarmanto, S.Pd., M.Pd. as the second supervisor who always provided assistance, guidance, and suggestions for the completion of this thesis. I would like to express my gratitude to Jamaluddin Ahmad, S. Sos, M.Si. as the rector of Muhammadiyah University of Parepare who has given his best efforts in leading his beloved University. Thanks also go to the Dean of FKIP (Faculty of Teacher

Training and Education) UMPAR, Patahuddin, S.Pd., M.Pd. for his guidance and Khadijah Maming, S.Pd., M.Pd. as the director of the English language education department for all the support and encouragement, advice, and guidance that has been given to researchers during the lecture period.

Lecturers, especially in the English Education study program who have provided guidance and knowledge that is very useful for the future of researchers, as well as UMPAR staff whose names cannot be mentioned one by one for their guidance and assistance in academic researchers.

Sri Enyludfiyah Honeng, M.Pd. as the Principal of SMPN 1 Parepare, for her permission so that researchers can conduct research at this school. Also, to the students of class VIII 2 for their participation, attention, and time given to the author during the research.

All of my best friends, especially in the English Department, for all my beloved friends in English 219, especially for my brothers “Fahmi Hidayat, Indra Wangsawan, and Awal Wahyuddin”, for their togetherness and unforgettable moments on this beloved campus.

For the friends and seniors of HPMM Korwil Parepare, thank you very much for the encouragement and motivation given to researchers during the completion of college.

List Of Contets

Page
COVER i
List Of Contets vii
List Of Tables viii
List Of Appendices viiii
ABSTRACT viii
ABSTRAK ix
CHAPTER 1 INTRODUCTION 1
A. Improving Students' Speaking Skill Using ELSA Speak Application at SMPN 1 Parepare 1
B. Background 1
C. Research Questions 4
D. Objectives of The Research 4
E. Significance of Research 4
F. Scope of The Research 5
CHAPTER II REVIEW OF RELATED LITERATURE 6
A. Some Related Research Findings 6
B. Some Pertinent Ideas 11
1. ELSA Speak Application 11
2. Speaking 13
3. Problem in Speaking Skills 17
4. Teaching Speaking 17
5. Learning Media 18
C. Conceptual Framework 19
D. Hypothesis 20
CHAPTER III METHOD OF THE RESEARCH 21
A. Research Design 21
B. Research Variable and their Operational Definitions 22
C. Population and Sample 23
D. Instrument of the Research 23
E. Procedure of Collecting Data 24
F. Treatment 24

G. Technique of Data Analysis.....26
CHAPTER IV FINDINGS AND DISCUSSION 32
A. Findings 32
CHAPTER V CONCLUSION AND SUGGESTION..... 45
A. Conclusion 45
B. Suggestion.....46
Bibliography 46

List Of Tables

Table 2.1 The Assessment of VOcabulary.....21
Table 2.2 The Assessment of Pronuncition.....22
Table 2.3 The Assessment of Fluency.....23
Table 2.4 The Assessment of Gammar 23
Table 2.5 Classifying The Score of the Student 24
Table 2.6 Hypothesis Testing.....31
Table 4.1 Percentage Score of Students of Pre-test.....35
Table 4.2 Percentage Score of Students of Post-test 36
Table 4.3 The Mean Score and Standard Deviation of Students Pre-test ..37
Table 4.4 The Mean Score and Standard Deviation of Students in Pre-test and Post-test 38
Table 4.5 Hypothesis Testing.....38

List Of Appendices

Appendix 1 – Pre-test Instrument.....49

Appendix 2 – Modul Ajar 22

Appendix 3 – List of Findings of Students' Speaking Assesment in Class Pre-test 58

Appendix 4 – Students' Speaking Skill Scores On Pre-test.....60

Appendix 5 – List of Findings of Students' Speaking Assessment in Class Post-test.....61

Appendix 6 – Students' Speaking Skill Scores On Pos-test.....63

Appendix 7 – The Application of The T-test Formula For The Pre-Test and Pos-test.....64

Appendix 8 - Documentation 66

ABSTRACT

Romis. 2024. *Improving Students' Speaking Skill Using ELSA speak Applicationat SMPN 1 Parepare.* (Supervised by Nasrullah A. and Sudarmanto).

ELSA speak application is an English learning app used to help users improve their English-speaking skill. This application presents various learning materials. So that it can make it easier for users to learn to improve speaking skills in English. The purpose of this study was to determine whether the use of ELSA speak application in English learning can improve the speaking ability of eighth grade students at SMPN 1 Parepare.

This study focused on pre-experiment research in one class pre-test and post-test. The population of this study was the VIII grade students of SMPN 1 Parepare in the academic year 2023/2024 consisting of 302 students. The researcher took one class as the research sample, namely class VIII consisting of 32 students. Data were obtained from speaking skill tests when conducting monologue in the pre-test and post-test.

It can be concluded that the results of this study show that the use of ELSA speak application is able to improve students' speaking skill which include grammar, content, pronunciation, vocabulary and fluency. This can be seen in the students' average score in the pre-test which is (57.68) and increased to (80.99) in the post-test. This means that the use of ELSA Speak application in English learning can improve the speaking ability of students in class 8.2 at SMPN 1 Parepare.

Keywords: Speaking Skill, ELSA Speak application

ABSTRAK

Romis. 2024. *Improving Students' Speaking Skill Using ELSA speak Applicationat SMPN 1 Parepare*. (Dibimbing oleh Nasrullah A. dan Sudarmanto).

Aplikasi ELSA speak adalah aplikasi pembelajaran bahasa Inggris yang digunakan untuk membantu pengguna dalam meningkatkan kemampuan berbicara dalam bahasa Inggris. Aplikasi ini menyajikan berbagai materi pembelajaran. Sehingga dapat mempermudah pengguna untuk belajar meningkatkan kemampuan berbicara dalam bahasa ingris. Tujuan dari penelitian ini adalah untuk mengetahui apakah dengan penggunaan aplikasi ELSA speak dalam pembelajaran Bahasa Inggris mampu meningkatkan kemampuan berbicara siswa kelas delapan di SMPN 1 Parepare.

Penelitian ini difokuskan pada penelitian pra-eksperimen dalam satu kelas pre-test dan post-test. Populasi penelitian ini adalah siswa kelas VIII SMPN 1 Parepare pada tahun akademik 2023/2024 yang terdiri dari 302 siswa. Peneliti mengambil satu kelas sebagai sampel penelitian yaitu kelas VIII yang terdiri dari 32 siswa. Data diperoleh dari tes kemampuan berbicara saat melakukan monolog pada pre-test dan post-test.

Dapat disimpulkan hasil penelitian ini menunjukkan bahwa penggunaan aplikasi ELSA speak mampu meningkatkan kemampuan berbicara siswa yang meliputi tata bahasa, isi, pengucapan, kosakata dan kefasihan. Hal ini dapat dilihat pada skor rata-rata siswa pada pre-test yaitu (57.68) dan meningkat menjadi (80.99) pada post-test. Artinya, penggunaan aplikasi ELSA speak dalam pembelajaran Bahasa Inggris dapat meningkatkan keterampilan berbicara siswa kelas 8.2 di SMPN 1 Parepare.

Kata Kunci: Keterampilan Berbicara, aplikasi ELSA speak