

THE INFLUENCE OF HALLO APPLICATION TOWARDS STUDENTS SPEAKING SKILL

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By :

**AL HAKIM BANI ISMAIL
NPM. 1811040033**

Study Program: English Education

**Advisor : Satria Adi Pradana, M.Pd
Co-Advisor : Dian Reftyawati, M.Pd**

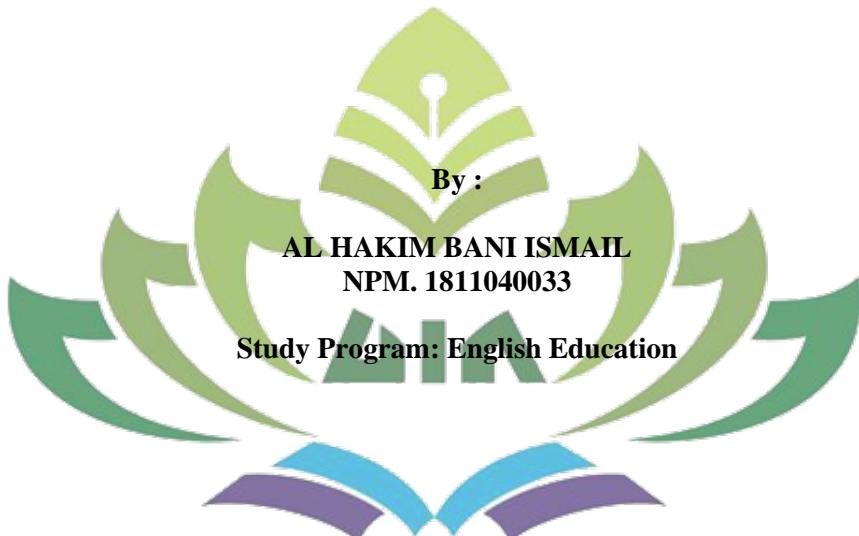


**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG
LAMPUNG
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ABSTRACT

The Hallo Application was meant to be used by commencing direct conversations towards people overseas with an intend to increase user speaking skill. This research was conducted because it was discovered that students had a lot of difficulty in speaking skill, especially for willingness and ability, and it was set against the background of several student problems. For instance, the lack of media to practice, paper based learning, and students low self-esteem. Dealing with that, one alternative solution was provided to the problem by implementing the learning media and choosing the hallo application media to be tested in the increasing students speaking skill

The objective of this research was to know the influence of hallo application towards students' speaking skill. Thus, this research used a research method in the quantitative approach, and a quasi-experimental design was applied. The samples were divided into two classes, and they were chosen using cluster random sampling. The instruments in this research were tests in the form of pretest and posttest, the results of which were analyzed using an independent sample t-test of IBM SPSS version 26.

The hypothesis testing results revealed that a significant value of 0.11 & 0.12 was obtained with a significance level for the equal variance assumption of $\alpha = 0.05$. Thus, H_0 was accepted and H_a was rejected. It meant that there was no significant influence when hallo application was used towards students' speaking skill. Therefore, it could be stated that the hallo application did not had significant influence and ineffective for learning media to increase eighth grader students of MTS Hidayatul Islamiyah speaking skill.

Keywords: Hallo Application, Students' Speaking Skill, Mobile Application

FREE-PLAGIARISM LETTER

I am a student with the following identity:

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Thesis : **The Influence of Hallo Application Toward
Students Speaking Skill**

I hereby declare that this thesis entitled. The Influence of Hallo Application Toward Students Speaking Skill ,is entirely my own work and based on my own research.I also declare that all materials and sources consulted in the preparation of this thesis, be they books,articles,and any other kind of document,are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, July 26th 2023

The Researcher.



Al Hakim Bani Ismail
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APPROVAL LETTER

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ADMISSION

A thesis entitled **The Influence of Halo Application Toward Students Speaking Skill**

Al Hakim Bani Ismail, NPM:1811040033, Study Program:English Education, has been tested and defended in examination session held on: Wednesday, July 26th 2023.

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MOTTO

لِّلْعٰلَمِيْنَ لَاٰيٰتٍ ذٰلِكَ فِىْ اِنَّ وَّالْوٰٓٔنِكُمْ اَلْسِنٰتِكُمْ وَاخْتِلَافُ وَاَلْاَرْضِ السَّمٰوٰتِ خَلْقُ اٰيٰتِهٖ وَمِنْ

And of His signs is the creation of the heavens and the earth, and the diversity of your languages and colors. In this are signs for those who know.
(Q.S Ar Rum : 22)¹



¹ Maulawi Sher 'Ali, The Holy Qur'an (United Kingdom London : Islam International Publications Limited, 2021)

DEDICATION

This thesis is dedicated to the following :

1. Mr Zulkifli and Ms Nuraida, my beloved parents whom have given their care and attention since i was born into becoming Indonesian Delegates and completing my bachelor degree. I am truly grateful to have such an amazing parents.
2. Mr Satria Adi Pradana, my mentor and my teacher in lot of way in life. I have learn lot of things from you. We sometimes debate about everything, but it is always for greater good. I am truly happy to have mentor like him.
3. The homies of PAPECO, party of men whom fighting againts all the odds. With the completion of my study I will become the third member whom had graduate and depart to our next destination. Thank you so much for every memory we had until now, it is truly an amazing party. Lets keep thrive to reach our goals, togehter.
4. UKM Bahasa, my place to grow during college life. Thank you for all the experience, keep aim for the best
5. My extended family, AIYEP Indonesian Delegates. Thank you for showing me a lifetime and life changing experience, see you all on top mate.
6. My beloved alma mater, where I had been studying and completing the bachelor degree.
7. All of my beloved lectures in PBI whom had dedicate their time to teach me several aspects in the Language and Teaching discipline.

CURRICULUM VITAE

Al Hakim Bani Ismail is passionate man whom focusing on educational, language development, and diplomacy. Hakim was born at City of Bandar Lampung, June 22nd, 2000 as the third child of Zukifli family. He was enrolled at SDS Al-Kautsar Bandar Lampung on 2006 and was graduate on 2012, continuing his Junior High School on MTSN 2 Bandar Lampung until he was graduate on 2015, and enrolling into MAN 1 Bandar Lampung until 2018, where he was graduate and continue his bachelor degree at Islamic State University Raden Intan Lampung on Teaching Faculty, English Education Departement, where he find his focus of study and career path.

During his study, Hakim was known as an activist and seem often participating into several youth organization, event, and volunteer. He was the Head Division of English Development in UKM Bahasa, and the Head Section of Teritorial Division in Student Regiment (MENWA).

As the result of his consistency in joining the event, Hakim had won several awards from Regional into International scale awards. He was the Semi-Finalist of English Debate Competition, PIONIR 9 UIN Maulana Malik Ibrahim Malang, 2019, Runner-up of Sumatran Debate IAIN Batusangkar, 2019, and the Gold-Medalist of PKM 2 Padang, UIN Imam Bonjol Padang.

During his final year study, Hakim tried to participate into several paygent event to increase his Public Speaking and People to People diplomacy skills. As the result, he become the Semi-Finalist of Duta Bahasa Lampung 2022, was selected as Indonesian Delegates for Australia Indonesia Youth Exchange Program (AIYEP) 2022, and become Indonesia Delegates for eMpowering Youth Across ASEAN (EYAA) 2023. Hakim has his personal goal to share, which “ to persuade every youth in Indonesia to go all out with every potential they had”.

Bandar Lampung, July 2023
The Researcher,

Al Hakim Bani Ismail
NPM. 1811040033

ACKNOWLEDGMENT

Firstly, to express the sincerest praise to the God Allah Ta'ala, who has lent His mercy and blessing for the completion of the study at the State Islamic University of Raden Intan Lampung, and also to express heartfelt prayers and greetings to the Prophet Muhammad (peace be upon him), the best lover of Allah, who was sent to us to illuminate the path of humanity and divine salvation.

Secondly, the study at UIN Raden Intan Lampung is not an individual journey. Invaluable help and support have been received from various individuals, whose numbers are impossible to mention one by one here due to space limitations. It was decided to recognize a few of them who had helped in specific ways. They are:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, as Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, and her staff who provided an opportunity and assistance throughout the study until the completion of this thesis.
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4. Dian Reftyawati, M.Pd. as the co-advisor, who has always patiently guided, helped, given countless hours to correcting and finishing the thesis.
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6. The Family of UKM Bahasa, who had become my space to grow
7. My Extended Family, AIYEP Family, who had become a places to soar more

Finally, since nothing is perfect, and despite all the meaningful names mentioned above, every mistake in this bachelor thesis remains exclusively its own, and thus, it is open to any form of critical feedback for the betterment of this thesis.

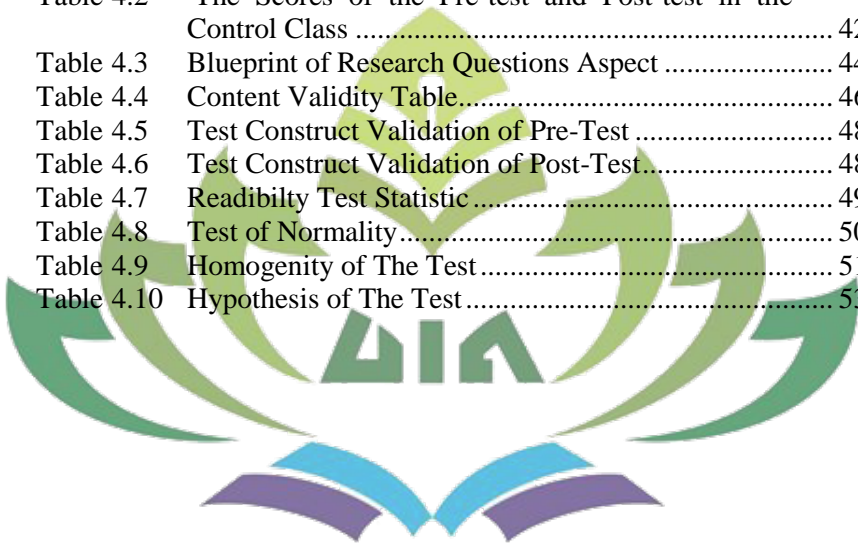
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CHAPTER I

INTRODUCTION

A. Title Affirmation

First, the terms in the Thesis was explained before describing further discussion to avoid misinterpretation of the title of this Thesis and make it easier for the reader to review its contents and discuss the scope of the research. Therefore there are restrictions on the meaning of the sentence in this Thesis. In other words, at this moment, the keywords of this research were explained. As the title of this research is **“The Influence of Hallo Application Towards Students` Speaking Skill”**, the terms contained in the title of this research are as follows :

1. Influence

According to the Oxford Dictionary, Influence is “the effect that somebody/something has on the way a person thinks or behaves or on the way that something works or develops”.¹ It means that anything that affects in any scale and range, even only slightly, is considered an " Influence". This research focused on finding the influences of speaking at a particular level.

2. Speaking Skills

Speaking is a productive talent in which the speaker creates and uses language by expressing ideas while attempting to communicate the ideas or message. In this scenario, an encoding process is used to deliver the message. Simultaneously, there occurs a process of comprehending the initial speaker's message. Florez in Bailey defines speaking as “an interactive process of constructing meaning that involves

¹ Oxford University Press, “1. Definition of Influence Noun from the Oxford Advanced Learner’s Dictionary,” accessed July 17, 2022, https://www.oxfordlearnersdictionaries.com/definition/english/influence_1?q=Influence.

producing, receiving, and processing information.² Kayi also defines additional Speaking as “a crucial part of second language learning and teaching³”. According to the definitions above, speaking is an action in which the speaker creates utterances to communicate their ideas and exchange information with a listener to understand what the speaker is saying. b. Micro- and macro-skills in public Speaking.

3. Hallo Application

Halo Application is a medium where users can interact and practice their English speaking skills in real-time with someone abroad or inside a country. Created by the Hallo group, this application provides us with several methods that may assist us in order to refine our speaking skills. The instant matching feature in the application makes it possible for the learner to *match up* with a random person and practice their Speaking Skills; the more they conduct the match, the more XP they have. This application also has a friend list system where we can practice and improve our speaking skills with a particular person.

B. Background of The Problem

The acquisition of English as a second language is crucial for individuals in Indonesia, encompassing proficiency in four essential language competencies: listening, writing, speaking, and reading. The development of the four language abilities can be facilitated through the utilization of language components, specifically structure. The two aspects that will be discussed in this analysis are vocabulary and pronunciation. The objective of English instruction is to facilitate the development of pupils' linguistic proficiency. Demonstrate proficiency in the English language, rounded individual of the essential skills for effective

² Bailey and Nunan, “Practical English Language Teaching Speaking,” 2019,5.

³ Kayi, “Teaching Speaking: Activities to Promote in Second Language,” *TSL Journal* 12 (2006): 1.

communication. One of the most crucial abilities. The primary objective of language acquisition is to develop proficiency in communication. Utilize language as a means of communication.

“English has been regarded as a non-native language in Indonesia. It holds a distinct position within the educational curriculum. Indonesia has implemented the instruction of English as a second language in elementary, junior high, and senior high schools.⁴”. Is what Ayu & Indrawati try to emphasize about the importance of English in our country. The English language consists of 4 primary skills: listening, Speaking, reading, and writing. Listening ability and speaking ability are tightly related. Therefore, to learn to speak, students must first listen and then attempt to talk since Speaking is not just about remembering or memorizing the phrase but also about the student's ability to express their thoughts and emotions spontaneously. Pupils cannot perfect their speaking skills without applying the language to real-world situations. Oral practice may help develop speaking proficiency.

Cameron says, “Speaking is the active use of language to express meanings so that other people can make sense of them.⁵”. Speaking is one of the essential skills for mastering the English language. If we could speak, we could deliver our ideas globally through the English language as the medium of it, which opened another opportunity not only for ourselves but also for the other person who listens to us. Fluent in Speaking consists of some ability, the ability to pronounce appropriately, the ability to stress effectively, and the ability to use adequate words to maintain the listener's understanding of our information. Shen and Chiu in their study reported that “difficulties in speaking English faced by students were psychological problems (e.g. nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e.g. insufficient vocabulary, grammar, expressions,

⁴ Ayu and Indrawati, “*EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook*,” *Teknosastik* 16, no. 1 (2019): 21, <https://doi.org/10.33365/ts.v16i1.87>.

⁵ Cameron, *Teaching Languages to Young Learners*, Cambridge (Cambridge: Cambridge University Press, 2001), 40.

insufficient sentences organization, etc), and environmental problems (e.g. lack of learning context for English conversation) ⁶. According to the teacher of the MTS Hidayatul Islamiyah account, “ The students speaking fluency below average, it can be identified from the students often timid to speak their English. Suspiciously because of their lack of vocabulary. Other than it, the students also lack motivation to learn with enthusiasm, caused by the mindset “ English is hard”, which often happens among the students.” The need for a better teaching & learning method is undeniable; this data is also supported by the result of pre-observation interviews, check on Table 1.1 below.

Table 1.1 The Mean Score of Pre-Research of MTS Hidayatul Islamiyah

NO	CLASS	TOTAL STUDENTS	TOTAL SCORE	KKM
1	VII A	21	54,90	70
2	VII B	20	63,70	70

“ While the *KKM* for English Subject in our school is 70, only several of them are able to reach that point.” Which also proven based

⁶ Shen, M., & Chiu, T. (2019). *EFL learners' English speaking difficulties and strategy use. Education and Linguistics Research*, 5(2), 88-102

on the previous table that the none of the class average reaching the *KKM* score.

In order to solve the problem that rises, it is recommended to use the form of social media or mobile application that can provide an experience for the students to learn and practice their speaking ability. To support this argument, Shyamlee and Phil ever mention that “applying multimedia in teaching English can bring some advantages such as cultivating students' interest, promoting students' communication capacity, widening students' knowledge, improving teaching effect, improving the interaction between lecturer and students, creating a context for language teaching, and providing flexibility to Course Content.”⁷. We can use the technology evolution and students' enthusiasm to teach students the way they like. We can use the mobile application designed for the EFL or ESL speaker to make the students drill their speaking skills. Hello, the application is one of those platforms designed to make users interact with people overseas via video call and speak to each other. Several features exist on the Hallo application, such as the instant match for a quick finder, our partner speaking and practising together, and some free and paid sessions with the native or another ESL speaker. With this method, the students had a flexible time to drill their speaking skills, triggering their curiosity and having fun using it.

C. Identification of The Problem

Concerning the background of the problem above, the following problems can be identified:

1. The students had difficulties comprehending and conducting the speaking activity, explaining their Willingness & Ability, committing to a simple conversation, and presenting their ideas. In essence, the students lack speaking skill.
2. The teacher lacks variant methods used while teaching the material related to speaking skill. This may occur due to the

⁷ Shymalee and Phil., “Use of Technology in English Language Teaching and Learning,” *International Conference on Language, Medias and Culture*, 2012, 151–53.

absence of media that can use to teach English besides the recommended printed book.

3. The numberless variant teaching media available in the school resulted in a monotone method for the teacher to conduct a unique and fresh method of teaching speaking. Based on the Pre-Observation, the teacher often uses *Lembar Kerja Siswa (LKS)* and the recommended printed book as their primary source and media.

D. Limitation of The Problem

In line with identifying the problem, the focus of the research would be on using the "Hallo Application" to find the influence of students speaking skill. The decision was taken by considering the needs of the media to add a variant of a method to teach the speaking material effectively. The researcher assumed that using the media to provide the students with the real-time experience to practice and learn Speaking impacted MTS Hidayatul Islamiyah, eighth-grade students.

E. Formulation of The Problem

The following topic of the problem was discussed :

1. Is there any Influence on Students speaking skill by using Hallo Application on MTS Hidayatul Islamiyah Students?

F. The Objectives of The Research

Related to the research focus, the research objectives are stated as follows:

1. To identify the Influence of Students speaking fluency on Willingness & Ability topic by using the Hallo Application on MTS Hidayatul Islamiyah Students

G. Significance of The Research

This research were expected to give some parties theoretical and practical contributions to the research objectives.

1. Theoretical Significance

it is expected that this research can give information in linguistics research and enrich the specific knowledge in the linguistics field, especially in a case study related to speaking skills and find the influence when using particular media towards students speaking skills.

2. Pratical Significance

- a. This research was helpful for them as an authentic source of study in the understanding of the influence of using particular media on speaking skills.
- b. The research references a case study of the influence of certain media towards speaking skills in Universitas Raden Intan Lampung.
- c. The research contributes academically to assist teachers and researchers in identifying alternate methods of teaching English, particularly in speaking and producing relevant and valid information for their classes to enhance their instruction.
- d. The research gives a practical model for students to develop their speaking ability, guiding, assisting, and encouraging them to share their views, opinions, and thoughts in the discussion.

H. Relevance Studies

Some previous researches also support the writer's assumptions. There were several relevant studies to this research as follows :

1. Agustiana et al. describes The Influence Of Using “Hello English” Application Towards Students’ Pronunciation Of The Eighth Grade At Smpn 1 Sumarorong. The research aimed to determine the impact of using the Hello English application on students' English pronunciation. A total of 30 students from class VIII-D were studied using a pre-test and post-test. The results showed that the application significantly improved students' pronunciation skills, with a mean score of 82.16 in the post-test. This supports the hypothesis that Hello English

- application can enhance students' English pronunciation abilities.⁸
2. Ruhut et al. describes The Effect of Hello English Application on Speaking Ability. This This research investigates the impact of the Hello English application on the speaking ability of eleventh-grade students at SMAN 3 Padang Sidempuan. The study used pre-experimental research and post-test analysis. The results showed a significant effect of the application on the students' speaking abilities, with a t-count value of 26.727 and a t-table value of 2.032. This suggests that technology can enhance students' engagement in learning English.⁹
 3. Anggraini et al. describes Improving Student Speaking Skills Using The Hello English Application. The advanced technology of today can be used as an alternative to traditional media for learning English skills, particularly speaking skills. A classroom action research study was conducted to improve students' speaking skills using the Hello English application. The research involved planning, implementation, observation, and reflection, using observation sheets, questionnaires, tests, and documentation. The results showed that the application significantly improved students' speaking skills, with an average increase of 85.25% in the second cycle.¹⁰
 4. Nurul et al. Improving Students' Speaking Skill Using Hello English Application as a Medium of Learning from Home. The study aimed to enhance fifth-grade students' speaking skills using the Hello English application. Using classroom

⁸ Agustiana, W., Batau, S. H., & Rampeng. (2021). *The Influence Of Using "Hello English" Application Towards Students' Pronunciation Of The Eighth Grade At Smpn 1 Sumarorong . Klasikal : Journal Of Education, Language Teaching And Science*, 3(1), 41–51. <https://doi.org/10.52208/Klasikal.V3i1.92>

⁹ Simanjuntak, Ruhut Febiola.,Prawati, Atni., Masyhur, Masyhur.(2022).*The Effect of Hello English Application on Speaking Ability.Edukatif: Jurnal Ilmu Pendidikan*.Vol 4 no 6.7415-7425.<https://doi.org/10.31004/edukatif.v4i6.4100>

¹⁰ Anggraini., Unpris.Yastanti, Faisal. 2023. "Improving Student Speaking Skills Using The Hello English Application". *Journey : Journal of English Language and Pedagogy*.Vol 6 no 1. 265-271

action research, the study involved observation, questionnaires, tests, and documentation. The success criteria were 75% of students scoring 9 or higher. The results showed that the application can improve students' speaking skills, with a 75% improvement rate in cycle 2, with a mean score of 9.05 and 88.23% improvement.¹¹

5. Seflianti et al. described *Improving Students' Pronunciation Ability In Speaking Using "Hello English" Application.* This study aimed to improve students' pronunciation using "Hello English" as the media. The similarity between this study and Seflianti and others' study is in the object of the study, which focuses on students speaking ability, while the difference is in the method used by Seflianti and others, which used Class Action Research (CAR), the range of subject and focus on the object, which is focusing on improving students speaking pronunciation ability in the range of University students.¹²
6. Hariani described *Improving Students' Speaking Skill Through The Power of Two Strategy At SMP Negeri 4 Nalusu.* This study discussed Improving students speaking ability by using the power of two strategies as the method in the range of junior high school students. The similarity between this research and Hariani's research is in focus study, range of the object, and the method being used in the research, which focuses on the improvement of students speaking ability in a range of eighth-grader by using the Pre-Experimental method in the research. The difference between this research and Hariani's research is that while using the "Hallo Application" as a medium, Hariani uses two strategies for research treatment.¹³

¹¹ Nurul,Aini., Firdausi,Amalia., Ary,Setya Budhi Ningrum. 2022. *Improving Students' Speaking Skill Using Hello English Application as a Medium of Learning from Home. Ideas : Journal on English Language Teaching & Learning Linguistic and Literature.* Vol 10 no 1. 730 - 745. DOI : 10.24256/ideas.v10i1.2533

¹² Seflianti et al., "*Improving Students' Pronunciation Ability In Speaking Using' Hello English' Application*" 7, no. 2 (2019): 40–51.

¹³ Hariani, "*Improving Student' Speaking Skill Through the Power of Two Strategy At SMP Negeri 4 BALUSU,*" Thesis, 2018, 29.

7. Pratama described Speaking Practice For EFL Students Through SCMC: Talking To Foreigners Online. This study aimed to describe EFL students speaking experience in SCMC, such as *Omegle, Skype, Whatsapp, Facebook, and Holla*. The similarity between this research and Pratama's research is in using media, which is Synchronous Computer-Mediated Communication (SCMC). Hallo Application is an SCMC application reserved for English learners who want to practice their speaking skills and fluency. The difference between this research and Pratama's research is that while Pratama only discusses SCMC in general, this research was specifically focused on using the Hallo Application and its influence on students speaking skills.¹⁴

The difference between this research and previous research is using the "Hallo Application" as the media and focusing the research on improving students' speaking ability in the fluency variable. Hopefully, using this media can Improve the students' speaking fluency because students have a live experience while practising with Native, ESL, or even other EFL speakers to influence them for better improvement.

I. Systematic Discussion

The systematic discussion of the steps in the research process is as follows :

CHAPTER I INTRODUCTION

This chapter contains a description of the title's affirmation, the problem's background, the problem's identification and limitation, the problem's formulation, the research's objective, the research's benefits, the research, the relevance of studies, and the systematic review discussion.

¹⁴ Pratama, "*Speaking Practice For EFL Students Through SCMC : Talking To Foreigners Online*" (Universitas Kristen Satya Wacana, 2019).

CHAPTER II LITERATURE REVIEW

This chapter contains a literature review of several theories and references that form the basis for supporting studies in this research. The theory used in this study is the concept of speaking and the "Hallo Application."

CHAPTER III RESEARCH METHODS

This chapter contains the time and the place of the research, the Approach and type of the research, the Population, Sample, and sampling technique, the operational definition of a variable, the instrument of the research, the validity and reliability test, and the analysis prerequisite and the hypothetical test.

CHAPTER IV FINDING AND DISCUSSION

This chapter contains detailed data description about the mean of experimental and control class, validity test, reliability test, normality test, homogeneity test, and result of hypothetical test, along with supporting discussion that were gleaned from this research.

CHAPTER V CONCLUSION AND RECOMMENDATION

This chapter presented conclusion of research that was done and several recommendations given.



CHAPTER II

REVIEW OF LITERATURE

A. Frame of Theory

1. Speaking

a. Definition of Speaking

Speaking is the ability to produce words in language practice. Speaking is a critical skill for pupils to develop. By speaking, we can determine a student's capacity to generate the target language or English. Speaking is the act of expressing one's thoughts aloud via one's voice or speech. This implies that when someone communicates with another person via language, they are almost definitely attempting to transmit something significant. For instance, they want to express their emotion and thoughts. It seems implausible that someone would communicate with another without a purpose. When individuals communicate, a speaker and an interlocutor are required. As a result, communication requires the presence of at least two individuals: the sender and the receiver. They need communication to communicate information, ideas, opinions, points of view, and emotions.

In his book, Bailey stresses the importance of speaking and defines it as a "Fundamental human behaviour that we don't stop to analyse unless there is something noticeable about it."¹⁵ This indicates that speaking is a cardinal aspect with limitless room for it to be grown and analysed while also pointing to the importance of learning speaking skills.

Florez in Bailey defines speaking as "an interactive process of constructing meaning that involves producing,

¹⁵ Bailey and Nunan, *Practical English Language Teaching Speaking*, ed. David Nunan (Mc.Graw-Hill., 2019), 2.

receiving, and processing information.¹⁶ Furthermore, Kayi stated that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal in a variety of contexts.”¹⁷

Spratt describes speaking as “a productive talent, similar to writing since it entails using words to communicate meaning to others.”¹⁸

Cameron defines speaking “as making people understand a speaker's feelings and ideas by communicating using language.”¹⁹

From the definition above, it can be inferred that speaking is an activity in which the speaker generates utterances to communicate his/her thoughts to share information with the listener so that the listener understands what the speaker is trying to say.

b. Function of Speaking

Teaching and studying English in Indonesia aims to improve appropriate communication abilities, including listening, speaking, reading, and writing. As a result, the instructor should assign students speaking tasks and create chances to converse in the target language with others.

According to Harmer, There are three fundamental reasons why it is good to provide pupils with speaking tasks that encourage them to utilise all of the languages available to them in their responses. They are as follows:

¹⁶ Ibid., 2.

¹⁷ H Kayi, “Teaching Speaking: Activities to Promote in Second Language,” *TSL Journal* 12 (2006).

¹⁸ Mary Spratt, Alan Pulverness, and Melanie Williams, *The TKT Course* (Cambridge: Cambridge University Press, 2008),34.

¹⁹ Lynne Cameron, *Teaching Languages to Young Learners*, Cambridge (Cambridge: Cambridge University Press, 2001), 40.

1. Rehearsal

Allowing students to participate in unstructured talks allows them to practice conducting discussions outside the classroom. The Teacher urges pupils to practice speaking outside of class to see how their communication ability might be improved. Except in class, students may use them to enhance their speaking abilities.

2. Feedback

Students do speaking assignments in which they attempt to utilise every language they know to offer feedback to the instructor and the students. The Teacher may monitor their student's progress and identify any linguistic difficulties. Additionally, students may gauge their comfort level with a particular speaking style and identify areas for improvement. Students' activities may instil tremendous confidence and happiness in them, and they can be encouraged to pursue more education with appropriate instructor leadership.

3. Engagement

Good speaking exercises may be a great source of inspiration. As long as students are actively engaged, and the instructor has appropriately set up the activity, they enjoy it immensely. Many speaking exercises, such as role-playing, conversation, and problem-solving, may be pleasurable. Throughout this thesis, the author explains how the expression asking for and expressing one's opinion is a part of the eighth-grade English curriculum.²⁰

²⁰ Harmer, *How to Teach English*, ed. Helena Gomm Ocelot Publishing, Oxford (Pearson ELT, 2007), 87-88, <https://doi.org/10.54414/mzlv3216>.

c. Principle of Speaking

There are four principles of speaking stated by Bailey in Nunan:

1. Consider the context of foreign language and second language acquisition. Since the target language is used virtually every day, it is essential to highlight that it is society's communication language. Instead of the native tongue, the learner must use a language other than their native tongue to communicate effectively in their new culture. As a result, it is not easy to learn how to communicate effectively via speaking.
2. Provide chances for pupils to improve both their fluency and accuracy. Fluency refers to how a speaker uses the language swiftly and confidently, with few or awkward pauses. Accuracy refers to how a student's speech corresponds to what native speakers say while speaking the target language. Allow pupils to communicate via pair and group work. These exercises were designed to maximise students' speaking practice time and minimise the Teacher's speaking time.
3. Consider the negotiation for meaning. Its purpose is to explain and confirm whether or not the students have understood one another. This may be accomplished by requesting clarification, repetition, or explanation throughout the dialogue.
4. The classroom activities should include instruction and practice in transactional and interpersonal communication. Transactional communication aims to accomplish a task, such as trading products and services. Interactional speaking is communicating with another person for a specific goal. It encompasses both the establishment and interpretation of social relationships.²¹

²¹ Nunan, *Practical English Language Teaching*, ed. David Nunan (New York: Mc.Graw-Hill., 2003), 54-56.

d. Measurement of Speaking Skill

To determine how students' speaking abilities have improved after treatment with particular issue sticks, their speaking ability was tested using a speaking assessment devised by Arthur Hughes in collaboration with FSI (foreign service institute). There are five components with a rating of 1-6 and a weighting point ranging from lowest to highest.

The speaking component of the assessment is composed of many components derived from students' abilities, including pronunciation, grammar, vocabulary, fluency, and understanding.

A. Pronunciation

1. Pronunciation is frequently unintelligible.
2. Frequent gross errors and a heavy accent make understanding difficult and require frequent repetition.
3. Foreign accents require concentrated listening, and mispronunciations lead to occasional misunderstandings and apparent errors in grammar or vocabulary.
4. Marked foreign accent and occasional mispronunciations, which do not interfere with understanding
5. prominent mispronunciations but would not be taken for a native speaker.
6. Native pronunciation, with no trace of a foreign accent.

B. Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.

2. Speech is prolonged and uneven except for shots or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping words.
5. Speech is effortless and smooth but perceptively non-native in speed and evenness.
6. Speech on all professional and general topics is as effortless and smooth as a native speaker's.²²

2. Hallo Application

a. Concept of Hallo Application

In the transition from pandemic into post-pandemic, many schools are trying to bring back the standard classroom method customarily used before the pandemic. However, during this transition period, the students are often in a state of "learning loss." Learning Loss is the term used to describe the Loss of knowledge or ability in general or specific fields. It can also describe the deterioration of the educational process due to several factors or circumstances.²³ The Pre-Observation Interview found that most students are affected by this learning loss, which backs students' English proficiency in the state, especially their Speaking ability. To overcome this problem, the need for media that can facilitate the students to learn and drill their English speaking ability is demanded, which is why the researcher would like to propose using the Hallo Application to mitigate this problem that arises. Hallo

²² Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003), 131–132, <https://doi.org/10.2307/327632>.

²³ Iqbal Muhtarom, "Apa Itu Learning Loss Yang Ditakutkan Nadiem Makarim?," September 28, 2021.

Application is a Synchronous Computer-Mediated Communication (SCMC) platform that can be used as the media to explicitly develop user speaking ability. Hallo Application had several features that provided media to optimise users' English speaking ability, such as the "Insta Match", which makes users instantly match with a random person and interact in video calls to talk to each other. In Hallo Application, the user must also pick their level on a scale, "Beginner, Intermediate, Advanced, Expert," which influences the chance of matchmaking during the Insta Match to meet a person at the same level or higher than them. Hallo Application also provides us with the Friendlist feature that makes it possible for users to add friends who are also using the Hallo Application or even someone abroad to drill their English-speaking ability bilaterally. Hallo Application also has a level system which can be increased by how often they practice their English in 1 & 1 Match in Insta Match or by going Live with a group of people and interacting. This level may also encourage users to keep practising in Hallo Application to increase their level.²⁴

It can be concluded that Hallo Application is an SCMC media that can provide the user, which is students in this context, to practice their English Speaking Ability with their friends or even people to practice their spoken English regularly. Hallo Application also can be used in teaching speaking by using the Group Live system and Insta Match as the media for practising students speaking and level system to determine how often they are practising their speaking in Hallo Application. Simply put, we can make a simple competitive yet valuable for the learner by making the teaching-learning system more lively than before.

²⁴ Hello.Tv, "Hallo : Speak English Apps," 2022, n.d.

b. How to Use Hallo Application²⁵

There are several steps in using the Hallo Application, which consists of "Friendliest system, Ai English Proficiency Test, Instamatch, and Go Live" Here are the steps to use it :

A. Creating Hallo Account

1. Create an account with Facebook, Google, or email (Skip this step if the student already has the Hallo Account)
2. Choose the English level; there are Beginner, Intermediate, Advanced, and Expert (Make sure to choose your current English level)
3. Select the country
4. Select the native language (Choose the first-ever language that has been taught)
5. Add a photo (optional)
6. Students are now ready to use Hallo Application.

B. Adding Friend in Hallo

1. Open Hallo Application
2. Select "inbox" at the bottom right of the screen
3. Select the icon on the top right corner
4. Select "Invite a friend."
5. Fill in the ID of someone you want to add. After that, select enter icon on your phone keyboard.
6. The student was shown several IDs, including your friend ID, and clicked "Add Friend."
7. Done. You are now mutual

C. How to Use Insta Match

1. Open Hallo Application
2. Select the hand icon on the bottom middle of the screen

²⁵ Hallo Inc. (2018). How to Use HaLLO. Retrieved April 28, 2022, from <https://www.youtube.com/watch?v=BuDQW5M174U>.

3. Select "Start 1-on-1 conversation" in the bottom middle of the screen
 4. The student was shown a chatbox about Instamatch Rule and selected "Ok, got it!" after you read the rules
 5. Wait for the Instamatch to find your suitable partner
 6. Done; now you have connected with your partner.
- D. How to use "Go Live."
1. Open Hallo Application
 2. Select the "Go Live" icon at the bottom right corner of the screen
 3. Entry the title of the Live
 4. Select the type of Live chat you would be (It is advised to be a Follower Only Chat, which consists of a Friendlist)
 5. Select your topic of the Live, their Work, School, Fields, Exams, Countries, Life Skills, English, and entertainment.
 6. Select your Live Format. There are Audio Live and Video Live
 7. After everything is set, Select "Start Stream" at the middle bottom of the screen
 8. Done; now you have to start the Live.
- E. Taking AI English Proficiency Test
1. Open Hallo Application
 2. Select a profile and scroll until you find the "AI Proficiency test."
 3. Select Take test
 4. Take all the tests until nothing is left on them. After that, wait for the result.
 5. Done. The result and your level of proficiency were shown.

c. Direct Teaching Method

There are several methods of Teaching. Anthony in Brown explains that a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic; a method is procedural. One of the methods is called the Direct Method.²⁶ The direct method is a dramatic departure from the Grammar-Translation Method. It employs the target language as a medium of education and communication in the language classroom and avoids using the native language and translation. As the focus of early instruction, literary language is replaced by the spoken language of ordinary life. In this strategy, the acquisition of a second language was compared to the acquisition of a first language, and the learning process was frequently understood in terms of the psychology of an association. Richard and Rodgers in Brown explain the principle of the Direct Method, which consist of the following:

- 1) The classroom was conducted exclusively in the target language
- 2) Only everyday vocabulary and sentences were taught
- 3) Oral communication skills have built in a carefully graded progression organised around question-and-answer exchanges between teachers and students in a small, intensive class.
- 4) Grammar was taught inductively.
- 5) New teaching points were introduced orally.
- 6) Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract

²⁶ H Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Pearson Education, 2015).

vocabulary was taught by associating ideas.

- 7) Both speech and listening comprehension were taught
- 8) Correct pronunciation and grammar were emphasised.²⁷

The use of the Hallo Application was an optimal media when Direct Method is used in classroom teaching & learning. The Hallo Application works as a medium to improve and a source of the students related to the principle of the direct teaching method. Hallo application can exclusively be used to compare the native, ESL, and EFL accent, choice of word, and fluency. Because the Hallo application is a learning media reserved for learning spoken English, the user encountered a lot of everyday vocabulary and exercised their oral communication skills.

d. Teaching Speaking using Hallo Application

It is essential for a teacher before coming to class, and the Teacher must prepare good media. The proper learning media is one way to create successful learning. Students were interested in the lesson if they felt involved. This made them active in the teaching and learning process.

The Hallo application in learning is an excellent medium to make students feel involved in the learning process, collaborating with a direct teaching method. Because using this media helps students be confident in speaking up about whatever is on their minds. In this study, the researcher used Halo Application as a learning media to practice speaking Willingness & Ability. This research guides students in speaking through the following stages:

²⁷ H Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Pearson Education, 2015), 20.

1. The Teacher was first explaining about Willingness & Ability & Hallo Application.
2. Then the Teacher instructed the students to prepare their narration about their Willingness & Ability.
3. When everything was ready, the Teacher accessed Hallo Application shown on LCD Proyektor. The Teacher also held the "Instamatch" with a selective & prepared Native or ESL Teacher on Hallo Application.
4. After that, the Teacher began the session where the students and Native or ESL teachers interacted with each other by using the topic of Willingness & Ability. In this session, the Teacher was the moderator or helper to help both parties communicate well. This session was held for 30 minutes.
5. When the session was done, the Teacher later shared his ID on the board and instructed the students to follow it.
6. After all, students follow the teacher ID; the Teacher creates a group class in Hallo Application for several needs. To maintain and supervise students' progress in Hallo Application and help the students submit their Achievement reports on Hallo Application.
7. When the group class was formed, the students were instructed to keep practising their Speaking Ability at Hallo Application until they reached the Bronze Star rank minimum.
8. The Teacher also created a mini competition for the whole class by setting up a game where the top 3 highest ranks in Hallo Application received a special present from the Teacher.
9. The ranking was recapped a day before Post-test was held.
10. Finally, the ranking was announced at the end of the Research session on the same day as the Post Test session. The prize was also disturbed on the same day.

e. Advantages of the Hallo Application

The use of the Hallo Application also contains advantages. There is some advantage to using Hallo Application in the teaching-learning process in the classroom; they are:

1. Hallo Application can enhance students speaking ability by giving them the media to practice their speaking with ease, anytime, anywhere in life with an English teacher or a fellow English learner worldwide. The most effective way to master English speaking skills is by intensive & often using or practising it either with a partner or by someone more advanced. Hallo Application provides both; it gives the students access to practising their speaking with speaking partners from all over the world.
2. Hallo Application reassures the instructor that learning has occurred. Setting a minimum badge level for students to be a requirement for joining the competitive ranking games, based on how often the students practice their speaking in Hallo. It was an optimal method to ensure that the students followed the instruction to practice their speaking ability unintentionally. This left a stigma in their subconscious mind that they were not feel ordered or forced to drill their ability but also created a mindset that learning to speak is fun, easy, and could be held anywhere, not something to burden.
3. Hallo Application can unlock several features, bonuses, and achievements measured by how often the user uses the application. Several features can only be unlocked by reaching several level accounts. These can only be improved by practising speaking in Instamatch, joining Free Live Class, or in the Hallo application. In essence, learning in the Hallo application was rewarded with a discovery of the feature of the application itself. Talking about the Live system, several free classes can

be attended at some specific time. The topic also varies depending on the Teacher; for example, the live class on "Useful Idioms & Phrases."

f. Disadvantages of the Hallo Application

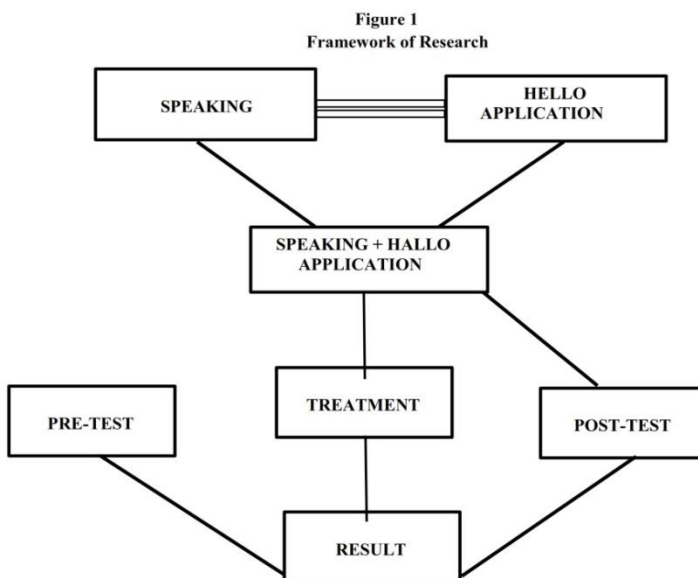
The use of the Hallo application also contains disadvantages. There is some disadvantage to using Hallo Application in the teaching-learning process in the classroom. They are:

1. The need for massive bandwidth to maintain communication with fellow students in Hallo & teachers. Because Hallo is an application that focuses on connecting & interacting with people around the globe in real-time, the excellent extent of Internet connection is a must. Nevertheless, this was not a problem when interacting in recorded voice chat in an inbox or a private message. It is a shame they had not added the voice chat feature for the group chat.
2. The language barrier possibly occurs due to the accent of the speaker. Aside from the native Teacher or user in Advancer or Superior level of proficiency, the Beginner & Intermediate level had a hard time without the help of someone with a good English Proficiency level. However, this problem could be overcome from time to time when the user keeps practising with the same partner that has a specific accent on it. This also increased the listening & speaking comprehension of students in English, giving them extra knowledge about the kind of accents around the world.
3. The price of class or Teacher booking net is considered to be expensive. For example, the average price to book a private session with several teachers is \$ 5\$, and the attending class is \$ 2\$. However, a lot of a teacher still holds free live classes in the application with some exciting & valuable topics, such as Grammatical Topic, Professional Speaking, Idiom, Teaching ESL, and even IELTS writing.

B. Concept of Framework

The conceptual framework of this research is described as follows:

Figure 1
Framework of Research



The diagram above shows the framework of this study. It starts with the base idea to use the Hallo Application as a medium to teach speaking towards students, which the treatment was be given later. In order to find the influence of the Hallo Application, the pre-test was held before treatment to gather the comparing data. After that, the Hallo Application treatment was given within a month or four meetings. When the session was done, the post-test was held to find the influence of using the Hallo Application and gather the comparison data, which was later analysed to find the influence of the Hallo Application as media towards students of eighth graders MTS Hidayatul Islamiyah speaking fluency.

C. Hypothesis

Based on the frame of theories, the following hypothesis is formulated :

There is a significant influence in using Hallo application towards students speaking ability in the Willingness & Ability topic in the eighth grade of MTS Hidayatul Islamiyah in the academic year of 2022/2023.



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