

A THESIS

**THE IMPLEMENTATION OF VST APPLICATION TO INCREASE
STUDENTS' SPEAKING ABILITY AT SMAN 2 PINRANG**



By

MUTIARA SUDARMONO
Reg Num: 19.1300.069

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)

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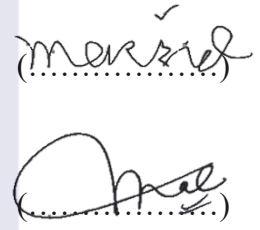
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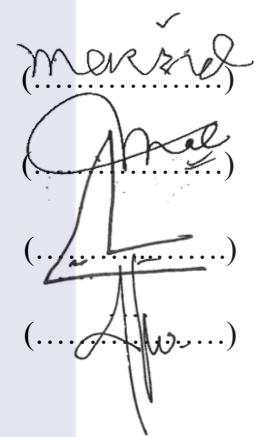
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DECLARATION OF THE RESEARCH AUTHENTICITY

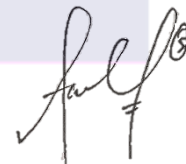
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Stated that himself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Mutiara Sudarmono. *The Implementation of VST Application to Increase Students' Speaking Ability at SMAN 2 Pinrang* (Supervised by Arqam and Magdahalena Tjalla)

VST Application become one of the media used in increasing students' speaking ability. The purpose of this research is to know the implementation and effect of students' speaking ability by using VST Application at SMAN (Senior High School) 2 Pinrang.

This research used experiment design with pre experimental, the total sample was 26 students and treatment held for four meeting, also there are pre and post-test. Analysis data by descriptive analysis. Instruments used for this research are speaking test and questionnaire.

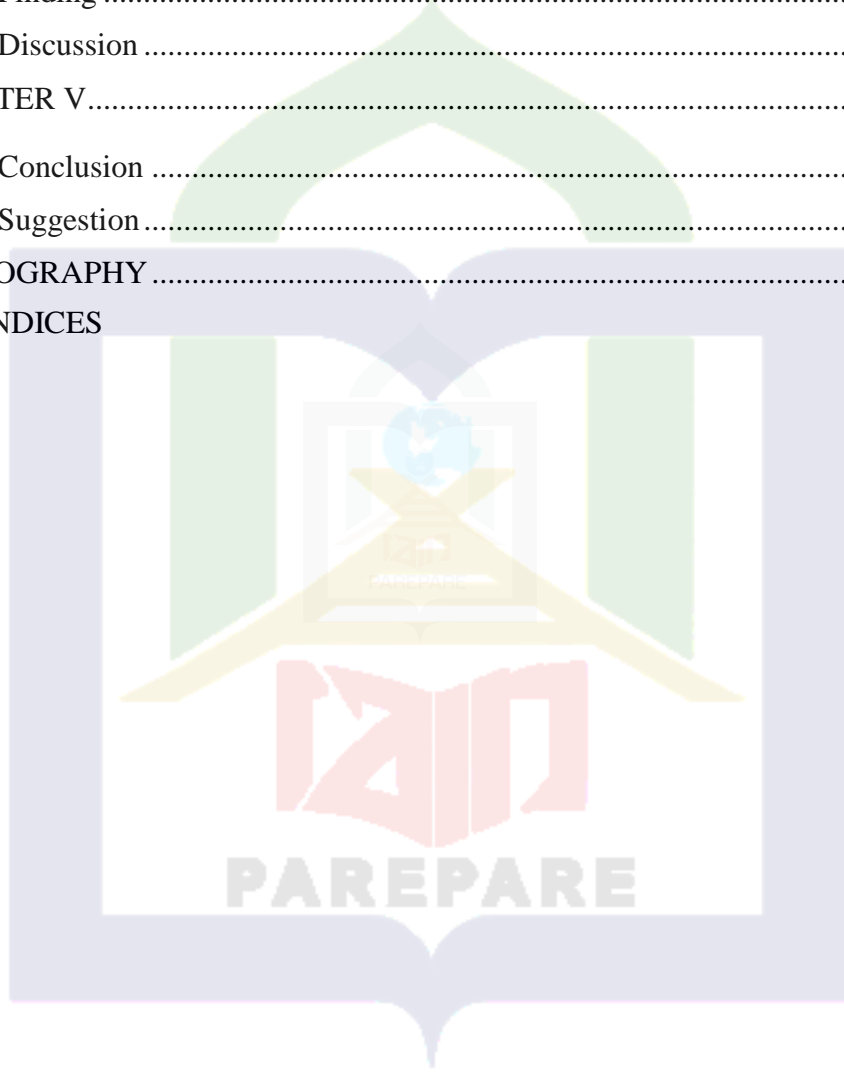
The result of the research showed that the students speaking ability before using VST Application was category of poor, which mean showed for 51,57 and the students' speaking ability after using VST Application was category of very good, which mean showed for 81,34. The improving of students' speaking ability using VST Application showed the students' result data that obtained t value $34,334 > 1,708$, which means that there is a significant increase in using VST Application to increase students' speaking ability at SMAN 2 Pinrang.

Keyword: Students' Speaking Ability, VST Application, SMAN 2 Pinrang

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CHAPTER I INTRODUCTION

A. Background

Teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact. The words ‘teaching’ and ‘teacher’ are wrapped up with schooling and schools. Another meaning of the term, it is the act, practice, or profession of a teacher.

Speaking is communication between two people exchanging information. Speaking is a process where people share information, ideas, and feeling with one another. Moreover, speaking is a language skill that should be seriously mastered, because if the students can master it, they will certainly be able to appropriately express their ideas, share information, and maintain social relationship when communicating with others. Indeed, speaking is regarded as the most complex language skill for it has some crucial elements; such as grammar, vocabulary, pronunciation, fluency, and comprehension.

Currently, the second-grade students of SMAN 2 Pinrang use the merdeka curriculum, Students are expected to cover four language skills integrated into a text-based teaching cycle, namely narrative and exposition. These two texts are presented not only in the form of written texts but also spoken, visual, audio and multimodal texts or texts that contain verbal, visual and audio aspects.

Students at this level are expected to achieve the ability to interact fluently and

spontaneously regularly with native English speakers and sufficiently without obstacles for both parties to communicate in narrative, exposition and discussion types. Furthermore, students are expected to be able to display narrative text orally in the form of monologues and dialogues.¹

However, speaking is considered to be the most difficult skill because most of the students usually obtain some difficulties and they have problems when they interest to express their ideas even in a simple form of conversation or answer so are the students of SMAN 2 Pinrang. Some of the difficulties faced by students are redundancy, performance variables, and lack of interaction in English, as well as many other problems. The fact is that the teaching and learning of English has not achieved the goal yet. Many tend to give more attention on teaching reading or vocabulary. Besides, the teacher still uses dialogues in which the students only read and then practice the dialogues with their friends.

The lack of innovation in learning is one of the factors for the lack of efficiency in education. Therefore innovative steps are needed to improve the quality of learning in the classroom.

There is an opinion that great teachers are teachers who understand various applications in learning. So that teachers also try to master a variety of applications that are considered to support the success of learning. There is also the purpose of using technology applicationst that is the material in learning become more interesting and easy to understand.

¹ Abdul Malik Sayuti, Sharnuke Asrihsyak, and Wahyu Rafdinal, *Bahasa Inggris Bahasa Inggris, Jurnal Sekretaris & Administrasi Bisnis (JSAB)*, 2021, v <<https://doi.org/10.31104/jsab.v5i1.194>>.

Therefore in this study the researcher decide to choose VST Application to see how this application can improve students' speaking ability, as an application that provide users to take a video by setting the time, so the researcher wondered about how this application will be used in the classroom speaking activity.

B. Research Questions

Based on the background above, the following research questions formulate below:

1. How teachers implement VST Application in the classroom at SMAN 2 Pinrang?
2. Does the use of VST Application have an effect on the students' speaking ability at SMAN 2 Pinrang?

C. Objectives of the Research

Based on the question above the researcher formulates the objective of the research:

1. To find out the implementation of VST Application in the classroom by teacher at SMAN 2 Pinrang.
2. To find out the effect of using VST Application to the students' speaking ability at SMAN 2 Pinrang.

D. Significances of the Research

This result of research is expected to provide useful contribution for teacher, students and further research, it can be explained below:

1. Teachers

This research hopes give beneficent for the teacher because it can give information about either students speaking skill get improve or not after using VST Application.

2. Students

This research may give significant for the students, this experimental design may give another perspective of students in learning speaking materials and also this research can give more information about the students speaking skill.

3. Further Researchers

Third, this research also expected to give benefit as referenced for the researcher who wants to run a research related to this area of study used for the new references in conducting new research which has correlation research, by this findings later, the new researcher will be able to comprehend, to complete and to develop their research for having better result.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

This previous research explained which related to video application and what they found is shown in the following:

Agus Darmuki (2020) was conducted a research to improve student speaking skill using Google meet application media based on uploading assignment on YouTube at IKIP PGRI Bojonegoro. The research used classroom action research. The result of this research shows that by using the Google meet application media based on uploading assignment on YouTube, Students' speaking ability improved.²

The next research is conducted by Muchamad Arif (2022) this research is conducted to see how making a video can influence students' speaking ability. This research used qualitative descriptive method to gain the data. The result of this research shows that implementing video production could increase their confidence in speaking English.³

Another research that analyzed the use of Snack Video in the classroom speaking activity. This research used research and development model ADDIE (Analysis, Design, Development, Implement, and Evaluation) and it was conducted by Endang Iryani (2022). The result of this research shows that Snack Video make

² Agus Darmuki, 'Upaya Meningkatkan Kemampuan Berbicara Mahasiswa Menggunakan Media Aplikasi Google Meet Berbasis Unggah Tugas Video Di Youtube Pada Masa Pandemi Covid-19', *Jurnal Educatio FKIP UNMA*, 6.2 (2020), 655–61 <<https://doi.org/10.31949/educatio.v6i2.687>>.

³ Muchamad Arif, 'Pengaruh Pembuatan Video Untuk Meningkatkan Kemampuan Bicara Bahasa Inggris', *MOTORIC (Media of Teaching Oriented and Children)*, 6.1 (2022), 335–43.

the class interesting and can improve students' speaking ability.⁴

Furthermore, there is a researchers Sri Wahyuni and Kurnia Febianti (2021) have conducted study about how is the use of Google Meet in the speaking subject at STKIP Muhammadiyah Pagar Alam. This research came from the Covid-19 background. The research used quantitative experiment and the technique of collect the data is documentation and test.⁵

Rizky Mirani, Desi Pratama dan Dwi Puji Hastuti (2021) was conducted a research about how Tik Tok application can improve students' speaking skills in the English for business course at university of Bina Sarana Informatika. This research used qualitative method using questionnaire to collect the data. This study shows that the students were agree that Tik Tok is an innovation in learning English and can make the students relax in learning.⁶

The use of BIP Video Call media to improve students' speaking ability was also carried out by Syaifullah, Refika Andriani and M. Fadhly Farhy Abbas (2022). This research also used classroom action research and the conclusion of this research is the BIP Video Call can help students to fluent in communicate using English language.⁷

Yofita and Ine Rahayu Purnamaningsih was conducted a research about how is

⁴ Endang Iryani, 'Penerapan Media Snack Video Dalam Meningkatkan Kemampuan Speaking Mahasiswa Bahasa Inggris', *Research and Development Journal of Education*, 8.2 (2022), 491.

⁵ Sri Wahyuni and Kurnia Febianti, 'Penggunaan Media Pembelajaran Online Google Meet Pada Mata Kuliah Speaking Di Prodi Bahasa Inggris STKIP Muhammadiyah Pagar Alam', *Jurnal Sains Sosio Humaniora*, 5.2 (2021), 781–86 .

⁶ Rizky Mirani, Desi Pratama, and Dwi Puji Hastuti, 'Tik Tok in Improving Students ' Speaking Skills in the English for Business Course', 15.1 (2023), 50–55.

⁷ Syaifullah, Refika Andriani, and M. Fadhly Farhy Abbas, 'Penggunaan Media BIP Video Call to Increase Students' Speaking Ability', *Universitas Lancang Kuning*, 10.1 (2022), 1–52 .

the use of TikTok as an innovation in English learning, and the research used literature study method and the result of this research shows that TikTok help students in increase motivation in learning.⁸

B. Some Pertinent Ideas

1. The Concept of Implementation

a. The Definition of Implementation

Implementation is an action or implementation of a plan that has been prepared carefully and in detail, it is also defined as a method or any design, idea, model, specification, standard or policy for doing something. Implementation is usually done after the planning is considered perfect. According to Nurdin Usman, implementation is leading to activities, actions, actions or the existence of a system mechanism, implementation is not just an activity, but an activity that is planned and to achieve the objectives of the activity.⁹

According to Purwanto and Sulistyastuti, implementation is essentially an activity to distribute policy outputs (to deliver policy moutput) carried out by implementers to the target group (target group) as an effort to realize policies.¹⁰

Implementation is usually done after the planning is considered fixed.

⁸ Yovita and Ine Rahayu Purnamaningsih, 'Penggunaan Aplikasi Tiktok Sebagai Inovasi Pembelajaran Bahasa Inggris Di Masa Pandemi Covid-19', *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 6.3 (2022) .

⁹ Nurdin Usman, *KONTEKS IMPLEMENTASI BERBASIS KURIKULUM* (Jakarta: Raja Grafindo Persada, 2002).

¹⁰ Purwanto and Sulistyastuti, *Analisis Kebijakan Dari Formulasi Ke Implementasi Kebijakan*, 1991.

Implementation can also mean implementation which comes from the English word implement which means to carry out.¹¹ Guntur Setiawan argues, implementation is the expansion of activities that adjust the interaction process between goals and actions to achieve them and requires an effective network of bureaucratic implementers.¹² That it can be concluded that implementation is a planned activity, not just an activity and is carried out seriously based on the reference to certain norms to achieve the objectives of the activity.

Therefore, implementation does not stand alone but is influenced by the next object, namely the curriculum. Curriculum implementing new ideas, programs or activities with the hope that others can accept and make changes to a learning and obtain the expected result.

b. Factors Affecting Implementation

According to Merile S. Grindle the success of implementation is influenced by two major variables, namely the content of the policy (*content of policy*) and implementation environment (*context of implementation*). Content variable this policy covers:¹³

- 1) The extent to which the interests of the target group are contained in the content of the policy.
- 2) The types of benefits received by the target group, for example, people in

¹¹ Mulyasa E, *Implementasi Kurikulum Tingkat Satuan Pendidikan*, 2020.

¹² Guntur Setiawan, *Implementasi Dalam Birokrasi Bangunan* (Jakarta: Balai Pustaka, 2004).

¹³ Merile S. Grindle (Dalam Buku Budi Winarno), *Teori Dan Proses Kebijakan Publik* (Yogyakarta: Media Pressindo, 2002).

the slumareas area prefer to receive clean water or electricity programs than to receive motorcycle credit programs.

- 3) The extent to which the desired change of a policy.
- 4) Is the location of a program correct. Policy environment variables include.
 - a. How much power, interest, and strategies are owned by the actors involved in implementing the policy.
 - b. Characteristics of institutions and regimes in power.
 - c. The level of compliance and responsiveness of the target group.

Van Meter and Van Horn explain that the task of implementation is to build a network that allows public policy objectives to be realized through the activities of government agencies involving various interested parties. Van Meter and Van Horn (in Winarno's book), classify policies according to different characteristics, namely, the number of changes that occur and the extent to which consensus regarding goals between the government and the implementation process takes place. The element of change is the most important characteristic in at least two (2) things:

- a. Implementation will be included by the extent to which the policy deviates from the previous policy. In the regard, incremental changes are more likely to generate positive responses than drastic (rational) changes, as previously stated, incremental changes based on incremental decision-making are essentially remedial and directed more towards the improvement of real social imperfections. Today rather

than promoting the social goals of the future. This is very different from changes based on rational decisions which are more oriented towards major and fundamental changes. As a result, the chances of conflict or disagreement between policy makers will be very large.

- b. The implementation process will be affected by the number of organizational changes required. Effective implementation will be very possible if the implementing agency is not required to carry out progenization profusely. The failure of social programs stems in large part from the increasing demands made on existing administrative structure and procedures.

2. VST Application

Many techniques are suggested to increase the speaking skill or ability and one of them is self-video recording. Students need to develop fluency and confidence in their oral language through experiences in many types of speech situation. They can convey their thought, information and feeling through oral communication. Speech is one way human beings make connections with each other. To speak confidently and fluently in a variety of situations is a central human need and an important goal of education.¹⁴

Self-Recording Video is a good methods to evaluating and seeing students' speaking ability, the students can also watch and evaluate the result directly so they become more accustomed to express their ideas in a speaking form. Teachers can use video to help students become better speakers in English.

¹⁴ Widiyawati, W. *'Improving Speaking Through Telling Past Experiences'*, 2014.

The advancement in technology in various aspects of life cannot be stopped because of the increasing complexity of people's needs. In line with the science and technology periodical progress which is called the industry era 4.0. It should adapt as well as adopt all the advancements by following its developments and novelties. Technological developments have a very significant role in the development of English learning. Digitalization has penetrated and has been utilized in the education field of English language learning. A number of educational practitioners applying a technology-based learning model make use of the language learning method based on the technological attributes in which they can take advantage of various types of multi-methods-based technological media to help the learning process more effectively.

Many ESL teachers have carried out the use of technology in the form of video-media. The use of the video feature is part of language learning media and instruments in various types of learning platforms, such as YouTube, Iflix, and the other types of video-based learning, such as Zoom-meeting and Google-meets as live learning media which can be utilized in a seminar, virtual learning, and other online meetings.

The use of a self-video recording-based learning model is considered as supplementary materials because video-based materials are not only a learning method; but also are used as effective learning sources in increasing student center edness, interest, participation, authenticity, creativity, and communicative skills by suggesting English learners record themselves (self-recording), as a learning method to develop their speaking skills. The use of

self-recording videos, as a learning method that has preliminarily been made and prepared to present or to show in the classroom, can contribute automatically by letting the students participate actively in English learning activities.

Then the students have the right and the responsibility to present or to show their self-video recordings in classroom activities which have been set by the lecturer-students. The use of the Self-Recording Videos method will have a positive impact on language learners in the form of social participation, interaction, and being more motivated to communicate, more enthusiastic, active in using the target language, and increased confidence in language use¹⁵. Language learning methods based on technology are widely used to increase the effectiveness of learning in class. Video-based learning has the advantage such as can be used as a language teaching model and as a learning method.

A video-based English learning has more effective impacts in increasing the social participation of learners and can stimulate their interest in learning rather than the classic learning methods.¹⁶ Furthermore, the use of the video method can increase learning centeredness, learning autonomy, interaction, and deeper understanding of the material in second language learning.¹⁷ In addition they suggest that video-based English learning is

¹⁵ Prisananto and Purnawan, *'Improving Students' Speaking Participation Through Video Recording Methods for Second Graders of SMP N 8 Yogyakarta'* 2015.

¹⁶ Meylina, *'Using Video project in Promoting Students'English Participation in Conversation Class'*, Processing of the Fourth Internasional Seminar of English Language and Teaching. 2016

¹⁷ Lumturie and Merita, *'The Role of Video Materials in EFL Classroom'*, Procedia-Social and Behavioral Sciences. 2016

considered quite well because its implementation is very interesting when compared to the classical learning models.

They also state that the use of this learning model can provide opportunities for learners to incorporate external knowledge into learning content. So as to combine classroom materials with external sources become more positive, more effective, and more interesting and meaningful impacts. Technology-based learning must be developed because effective learning must be integrated with technology-assisted ESL learning. It provides opportunities for learning development in revolutionizing and designing how learners are able to convey ideas, then how they are able to communicate. Moreover, it has a significant impact on the teaching and learning of second languages. The use of digitalization-based learning in EFL can help to achieve the instructional goals by providing opportunities for interaction, designing an attractive learning atmosphere, and untraditional and rigid learning.¹⁸

Language learning activities in the form of a video-making model has quite effective and successful implication for the development of an English learning approach with a videobased ESL learning perspective, so the teaching and learning process can achieve predetermined targets. The advantages of the technology-based learning model show that the use of appropriate teaching methods must be done in an interesting learning situation.¹⁹ Yousef claim that several research results regarding the use of video methods in learning English

¹⁸ C.H Huang, 'The Effect of Video Projectson EFL Learners' Language Learning and Motivation', International Journal of Computer-Assisted Language Learning and Teaching. 2015

¹⁹ Yousef, 'The Stated of Video-Based Learning; A Review and Future Perspective', International Journal on Advanced in Life Sciences. 2014

from 2003-2014 (library research), there are several advantages of using a video-based learning model, namely; the effectiveness of English learning and the use of effective teaching methods, so that these advantages can increase the use of teaching methods, a positive effect on learning achievement, and high satisfaction in learning.

Nowadays, Information Communication Technologies (ICT) are thought to be useful tools that can be employed to develop students' interest in learning including English learning. The development of technology and science is increasing rapidly producing designs, models, and learning methods both from the scientific aspect and from the aspect of the learning methodology. In this case, the trend of learning English has long been started and formulated. Therefore, the use of technological features in the form of using videos and learning through social methods can improve oral language skills. In this case there are some technologies that can ease the students to Self-Recording Video, one of them is VST Application.

VST (Video Self Timer) Application is an application that used for provide users the ability to record video by setting the timer, it is used for timekeeper. The app give users a lot of options which help record the video, so we can get information accurately by watching the video many times, we can use front or back camera for recording video.²⁰

3. Concept of Speaking Ability

a. Definition of Speaking

²⁰ Google Play, 'Video Self Timer', Google Play, 2022.

Teaching English in any level, always involves four basic skills. They are listening, speaking writing and speaking. However, in using English to communicate one another, we often use it orally or speaking, than the other skills. According to Brown. Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliskill and validity of an oral production test.²¹

One expert has different definition of speaking from another. Thornburg states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.²²

According to Ladouse, speaking is described as the activity as the skill to express oneself in the situation, or the activity to report acts, or situation in precise words or the skill to converse or to express a sequence of ideas fluently.²³ Furthermore, Wilson defines speaking as development of the relationship between speaker and listener.²⁴ Another definition comes from Cameron. She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication

²¹ H. Douglas Brow, *Teaching by Principles: an interactive approach to language pedagogy* (New York: New York: Prentice Hall regents, 1994), p.140

²² S. Thornbury, *How to Teach Speaking* (London: Longman, 2005), p.20.

²³ Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1991), p.23.

²⁴ Wilson, *Living English Structure* (London: Longman, 1983), p.5.

using language.²⁵ At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. Brown and Yule point out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as ‘well’, ‘oh’, and ‘uhuh’ make spoken language feel less conceptually dense than other types of language such as expository prose.

Caroline defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behavior.²⁶ Additionally, Kayi says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

Speaking is the process of constructing meaning, giving and receiving information that occurs between two peoples or more. Based on Tarigan, speaking is a language skill that is developed in child life, which is produced by listening skill, and at the period speaking skill is learned.²⁷ Meanwhile, speaking is one of English skill that very important and must be involved in teaching and learning. The students have to learn speaking in order to build their self-confidence and having good conversation with other by using English.

²⁵ Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001), p.40.

²⁶ Caroline, *Practical English Language Teaching Young Learners* (New York: Mc. Graw-Hill, 2003), p.45.

²⁷ H. Guntur Tarigan, *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa* (Bandung: Angkasa, 1993), p.3-4.

In addition, Keith and Morrow, speaking skill is an activity to produce utterances in oral communication, this activity is involving two or more people, in which the participants are both speaker and hearer have to react in what they hear and make their contribution of high speed, so that each participant has an intention or a set of intentions that he want.²⁸

Based on the explanation above, the researcher concludes that speaking needs more practices because there is not only meaning to speak fluently but also to use the grammatical rules and vocabularies. Harmer.

There are three basic reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities or chances to practice real life speaking in the safety of the classroom.²⁹ Secondly, speaking tasks in which students try to use any or all the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become. This means that they will be able to use words and phrase fluently without very much conscious thought.

b. Functions of Speaking

Speaking is very important, especially in daily communication. People are recognized that they are educated from the way and what they are

²⁸ Keith, Morrow, “*Influence of Simulation Game*”<http://mahmud09-action.blogspot.com/2011/10/influence-of-simulation-game-towrds.htm>. Accessed on May 7th, 2018.

²⁹ Jeremy Harmer, *How to Teach English* (London: Longman, 2007), p.123.

speaking. When speaking, someone has to know what to speak and understand the ideas of what they are talking about.

Harmer states that through speaking, the students will understand ideas, opinions and information from other people. Moreover, Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.³⁰

c. Types of Speaking

Speaking should be taught through communicative activities. Teachers should find the appropriate activities which can encourage students to get involved actively in the activities. Being involved in the classroom activities as well as being able to communicate with other students can increase their motivation in learning English. According to Brown, the following are types of classroom speaking performance:

1) Imitative Drills

Learners an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty – either phonological or grammatical. Drills offer limited practice through repetition. They allow one to focus on one element of the language in a controlled activity.

2) Intensive

³⁰ Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge: Cambridge University Press, 2008), p.20.

Intensive speaking goes one step beyond imitative activities to include any speaking performance that is designed to master some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form parts of some pair work activity, where learners are going over certain forms of language.

3) Extensive

Extensive speaking involves a wide range of speech production. Extensive is the highest level of speaking or it can be said that extensive is the most difficult types of speaking performance because it is a process of broadening the skill to speak. It is not just like answering in a short conversation, but in the extensive speaker should develop his speaking skill. Usually extensive is done by monologue by doing activities such as oral report, speech, summaries, storytelling, and other. Furthermore, extensive speaking can be said as the ultimate speaking skill that requires strong language components.

4) Responsive

Good deal of students' speech in the classroom is responsive: short replies to the teacher – or student-initiated questions or comments. The replies are usually sufficient and do not extend into dialogues. Such replies can be meaningful and authentic.

5) Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive

language. Conversation, for example, may have more of a negotiate nature to them than responsive speech does.³¹

d. Indicator of Speaking Ability

Speaking is a complex skill requiring the simultaneous use a number of different abilities, which often develop at the different rates. Either four or four components are generally recognized in analyzing the speech process.

1) Pronunciation

As stated by Hammer, if students want to be able speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds patterns, the basic units of meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

2) Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

3) Fluency

³¹ H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Sanfransisco State University:Longman, 2001). p. 266.

In simple terms, fluency is the skill to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al, fluency can be thought of as ‘the skill to keep going speaking spontaneously’. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

4) Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the skill to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.³²

e. Speaking Fluency

The term fluency which is defined as the ability to use the language quickly and confidently without too much hesitations or too many unnatural pauses to cause barriers in communication, in the process of learning English as a foreign language has frequently occurred in the minds and thoughts of both teachers and students recently.³³

In other words, fluency is an expectation for anyone who wish to be competent in a target language that they have spent their time and efforts to acquire it. Fluency is considered as an important indicator for

³² H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Sanfransisco State University:Longman, 2001). p. 266.

³³ Bailey Kathleen M, *Practical English Language Teaching Speaking* (Singapore: Mc Graw Hill Companies, 2003).

progressing in language learning and it becomes one of the conditions which ensure the success in communication. Most native students of English can read fluently with good comprehension, but they would have difficulty in doing grammar exercises on their reading.³⁴

Speaking fluency is a primary and vital component in language teaching. It symbolizes a key aspect in determining English speaking proficiency. Fluency is a constant, smooth and consistent speaking performance involving no significant discontinuity and delay. In addition, Zhang (2009) outlines fluency as the competence to deliver messages and communicate in comfortable and comprehensible ways.³⁵

Moreover, fluency demonstrates the correct uses of natural hesitations, breaks, and fillers. However, Jones (2007) clarified that fluency is not an absolutely accurate use of the language and no existences of hesitations but it is considered as fluency when audiences can follow the flow of speakers' messages and ideas.³⁶

fluency is an intricate intellectual competence requiring speakers to apply linguistic comprehensions in cognitively flowing ways.

a) Types of Speaking Fluency

The conceptions of fluency consist of 2 kinds, cognitive and utterance fluency. Cognitive fluency is speakers' proficiencies in planning competently and performing the speeches. Tavakoli and

³⁴ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading, Second Edition, Teaching and Researching Reading, Second Edition*, 2013.

³⁵ Zhang, *Reading to Speak: Integrating Oral Communication Skills* (London, 2009).

³⁶ Angela Gamba Buitrago, 'Collaborative and Self-Directed Learning Strategies to Promote Fluent EFL Speakers', 10.5 (2017).

Skehan (2005) said that utterance fluency is constructed with some parts.³⁷

They are a breakdown, speed, and repair fluency. Breakdown fluency is the constant speaking rate that can be known by paying attention to the duration of pauses and filled pauses. Speed fluency is the speediness of speaking that can be assessed by calculating the speed level in uttering syllables per second. Furthermore, Repair fluency is speakers' frequencies in doing false starts, making corrections and producing repetition.

Furthermore, cognitive fluency is when speakers automatically process and formulate the utterances. In addition, some expertit as the capability in planning and executing language expressions. However, speaking fluency is not gifted naturally to certain people but that skill must be obtained through the effort of increasing efficiency and reducing interfering. The perceptions whether someone is fluent in speaking or not are based on the consideration of listeners.

It means that the speaking fluency is measured subjectively. Additionally, The minimum pauses as the fluency measurement criteria are believed to a listeners' personal judgment. Dialogue speaking is one way to judge fluent speakers. However, many types of research carried out measuring monologue speaking as the focus.

³⁷ Tavakoli and Skehan, *Development of Speech Fluency Over a Short Period of Time: Effects of Pedagogic Intervention* (England: University of Reading, 2005).

Nevertheless, it cannot be stated that those researches are not valid.³⁸

f. Teaching Speaking

One of the skills learned in language learning is speaking. Having the skill to speak is considered as the successful of language learning. The reason is because speaking may need courageous for language learners. It takes courageous because speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words. Speaking has some sub-skills and it also may become essential for learners in language learning.

Hughes stated that “Speaking is not a discrete skill.” It cannot stand alone because some complex activities or sub-skills such as vocabulary mastery, grammar competence, comprehension, inputs of language, phonology, and pronunciation is included.³⁹

People speak using words in which the words have meaning that the speakers have to choose and use them appropriately and of course this activity needs a skill in choosing and using the proper ones. Not only does the word order that people should notice, but the knowledge of how to pronounce words is also should be noticed in speaking. The reason of why pronunciation should be noticed because in speaking in foreign and second language the written form and the pronunciation are far different. Those sub-skills are merely needed for successful of communication activities.

³⁸ Talia Isaacs, ‘Assessing Speaking’, *Handbook of Second Language Assessment*, 9.3 (2016), 131–46.

³⁹ Hughes, Rebecca.. *Teaching and Researching Speaking* (Harlow: Pearson Education. 2002)

Speaking, according to Bygate in Nunan that speaking is typically reciprocal: interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to the each other's contributions.⁴⁰ The brief explanation about speaking above inspires the writer that in speaking, speakers produce language which has meaning in order to express some ideas or thoughts. In other words, people speak in order to express their ideas and in order to give information to who they talk to. This means that speakers need listeners to keep the conversation going.

Speakers and listeners are interchangeable in their roles. Incommunicative activities, speakers are listeners at the same time because speakers need listeners to listen what they are saying and listeners need spoken language from the speakers to be listened to or to be reacted to what they have heard. When speakers and listeners do their roles in conversation, the conversation will keep going on. This is because listening and speaking are interconnected in which the listener listen to the speaker and make a reaction. Therefore, the comprehension of listening is a way to the listener and the speaker keeps going on a conversation.

Speaking may essential for learners. Horwitz stated that speaking is the hallmark of second language learning. Although some learners may have personal goals for language learning that do not include speaking, most educators accept speaking as an essential goal of language learning

⁴⁰ Nunan, David & Ronald, Carter. *The Cambridge Guide to Teaching English to Speakers of other Languages*. (Cambridge: Cambridge University Press.2001)

and teaching.⁴¹ Speaking becomes essential because it is the skills which people can see directly that the learners of a language are succeed. People may judge that the successful of language learning is when the learners can produce the language they are learning. Like what stated that in many contexts, speaking is a skill upon which person is judged ‘at face value’.⁴² In other words, people may sometimes make judgment about language competence from speaking skill rather than any other skill. Moreover, one of the main sources of evidence of language competency is the skill to speak the language you are learning. Therefore, speaking can be a direct judgment for language learners, because speaking performance can define the knowledge of the speakers in using the language.

The skill of speaking refers to the students’ skill to express mind or feeling orally. Many language learners regard speaking skill as the measure of knowing a language. These learners define fluency as the skill to converse with others, much more than the skill to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in term of their accomplishments in spoken communication. They often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

⁴¹ Horwitz, Eliane K. *Becoming A Language Teacher (A practical Guide to SecondLanguage Learning and Teaching)*. (Boston: Pearson Education Inc. 2001)

⁴² Hughes, Rebecca. *Teaching and Researching Speaking*. (Harlow: Pearson Education. 2002)

Oral skill have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course book in the market), thought how best to approach the teaching of oral skills has long been the focus of strategy logical debate. Her and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction.

The term of teaching can be understood by several points of view. Generally, teaching means the action of someone who teaches to let the learner to know certain knowledge or skill, in certain setting of learning and teaching. According to Brown that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.⁴³ Teaching needs to be seen as a process, includes someone who teaches, has the learner, the material, and also the setting. Which all of the components needed in teaching have to be maximized to achieve what it is referred to effective teaching.

Teaching in educational psychology can be seen as both art and science. Teaching is linked to both science and art.⁴⁴ In terms of art, skillful, experienced practice contributes to effective teaching. In terms of science, information from psychological research can provide valuable ideas.

⁴³ Brown, D. H..*Principles of Language Learning & Teaching*. (4th ed.),. (Longman, New York. 2010)

⁴⁴ Sanjaya, Wina. *Strategi pembelajaran berorientasi standar proses pendidikan*. (Jakarta: Kencana Prenada Media Group. 2017)

There are two main ideas that the researcher wants to emphasize from the statement above, effective teaching and provide valuable ideas. To achieve effective teaching, the teacher should namely providing skill, experience, knowledge, and certain information to themselves to be able to guide and facilitate learner.

According to Brown and G.Yule explain that in teaching speaking the teacher helps their students develop for real life communication situation. They help their students develop the skill to produce grammatically correct, logically connected sentence that are appropriate to specific context and to do so using acceptable (that is, comprehensible) pronunciation.⁴⁵

One of the primary concerns of improving speaking English is to involve students consciously in their own learning process as they work to improve their spoken English. The purpose of teaching speaking is to help the students to accomplish four things:

1. To improve self-confident in speaking and listening to English.
2. To improve intelligibility in speaking and listening to speaking English.
3. To improve fluency in speaking English.
4. To improve accuracy in speaking English.

From the explanation from the experts above, the researcher concluded that teaching speaking is the action of facilitating the learning

⁴⁵ Yule, George dan Brown..*Discourse Analysis*. (Jakarta : Gramedia.2010)

process of the students with various strategies to be able to be said as successful learning.

In teaching speaking, it is then become important to know the characteristic of spoken language that can influence some element of speaking. According to Brown there are some characteristics of spoken language can make oral performance becomes easy or difficult:

1. Clustering, fluent speech is phrasal, not by word. Learner can organize their output both cognitively and physically (in beat groups) through such clustering.
2. Redundancy, the speaker has opportunity to make meaning clear through the redundancy of language. Learners can capitalize of this feature of spoken language.
3. Reduced Forms, contractions, elisions, reduced vowel, etc. All from special problem in teaching speaking English.
4. Performance variables, one of the advantages of spoken language is that a process of thinking as you speak allows you to manifest certain number of performance hesitations, pauses backtracking, and corrections. Learners can actually be taught how to pause and hesitate.
5. Colloquial language, make sure your students are reasonably well acquainted with the words, idioms, and phrases colloquial language and they get practice in producing these forms.
6. Rate of delivery, another salient characteristic of fluency is rate of delivery. One of your task in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation, this is the most important characteristic of English pronunciation. The stress timed rhythm of spoken English and it's intonation patterns convey important messages.
8. Interaction, learning to produce waves of language in a vacuum without interlocutor would rob speaking skill of its richest component the creativity of conversational negotiation.

In Teaching speaking is also becomes important to know what exactly the goal of teaching speaking itself. When teaching speaking is meant to be communicative, fluency and accuracy are the most being concerned features.

According to Richard fluency and accuracy are as follow:

1. Fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:
 - The skill to produce written and/or spoken language with ease, the skill to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
 - The skill to communicate ideas effectively.
2. Accuracy refers to produce grammatically correct sentences but may not include the skill to speak or write fluently. As it is explained above, both fluency and accuracy seems to be contrasted to each

other, yet in teaching speaking fluency and accuracy have to be taught at the same time.

Based on the explanation above, the researcher concludes that elements of speaking are consist of both strategies and goals. The strategies are related to the competence, such as pronunciation, grammar and vocabulary. Meanwhile, the goals of speaking will influence the speaking fluency and accuracy.

g. Strategy in Teaching Speaking

The skill of speaking is the language skill that is seen as the evidence and the hallmark of language teaching and learning. Discussing about speaking skill.

Woods stated that Speaking effectively depends very much on the speakers' skill to interact with an interlocutor. Another statement is stated by Linder that the "Communicative competence is measured according to the degree of fluency with the spoken language, but it also includes comprehension of that language in real-life situation. The statements of Woods and Lander, it can be concluded that the skill of speaking is the skill to speak and interact with the interlocutor with fluently and comprehensibly.⁴⁶

In classroom, speaking activities may happen to practice communicative competence. Ur stated some characteristics of a successful speaking activity such as bellow:

⁴⁶ Woods, Caroline. *Teaching and Assessing Skills in Foreign Languages*. (Cambridge: Cambridge University Press. 2005.)

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Discussing of strategies in English language teaching, it initially cannot be separated with understanding strategy and approach. According to Richards in language teaching, the theory, philosophy and principles underlying a particular set of teaching practices.⁴⁷ Language teaching is sometimes discussed in terms of three related aspects: approach, strategy, and strategy. Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the strategy), and different strategies make use of different kinds of classroom activity (the strategy).

h. Classroom Speaking Activity

⁴⁷ Richards, J. C., *et al.* *Longman Dictionary of Language Teaching and Applied Linguistics*. (Cambridge University. 2012)

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.⁴⁸

1) Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning.

By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process

2) Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw

⁴⁸ Jeremy Harmer, *The Practice of English Language Teaching*, ed. by Wrights Katy (Mexico City, 2007).

a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. Discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4) Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because

they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

5) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6) Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught.

For example, they used simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These

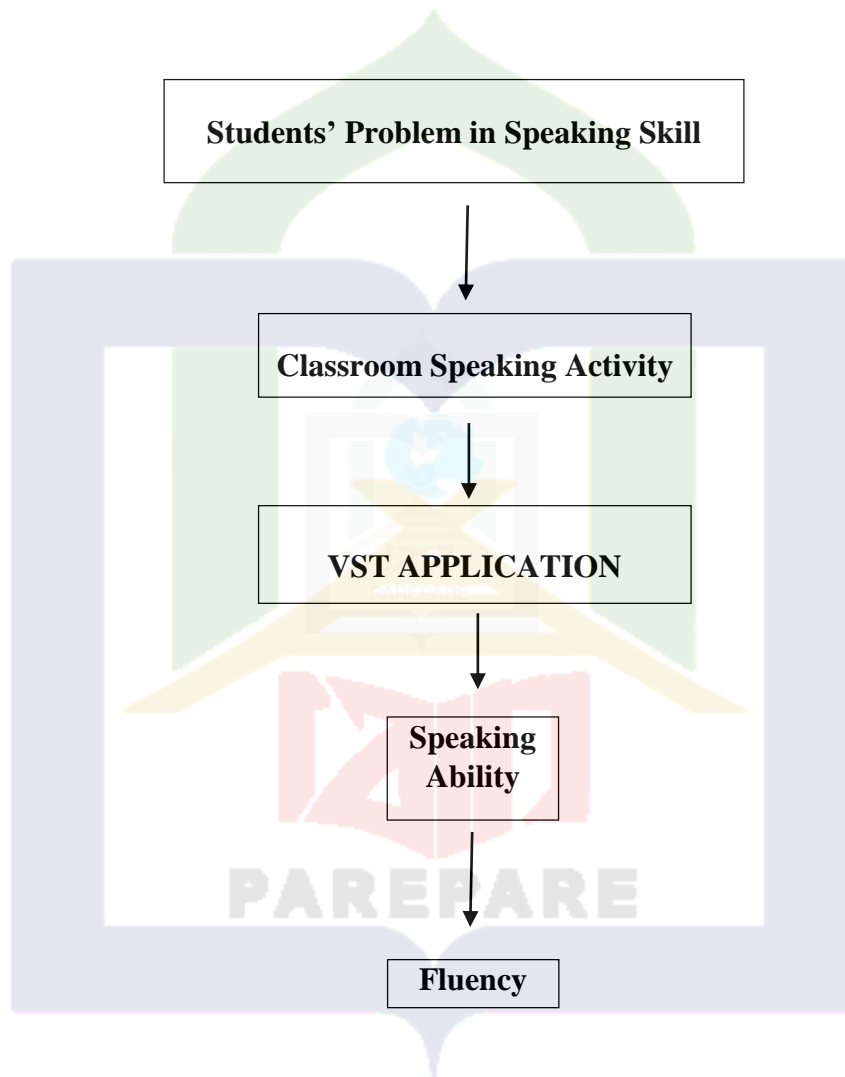
activities can be used as the way to measure how far students can speak, say and express their feeling in English.

The researcher could choose which activities were appropriate for the students and prepared the suitable materials to be taught. In this research, the researcher chose discussion, prepared talks, and simulation.



C. Conceptual Framework

The researcher design the conceptual framework of this research by showing the diagram below:



D. Definition of Operational Variabel

The researcher explains about the operational variabel:

1. VST Application

VST (Video Self Timer) Application is an application that provide users record a video by settiing the timer and the application will be use for classroom speaking activity at SMAN 2 Pinrang.

2. Speaking Ability

In this study, Speaking ability means the fluency in speaking refers to some types of speaking and the problem of speaking. Fluency is rate by criteria that had been included in the rubric. So this study aims to see how VST Application can influential the influential on Students of SMAN 2.

E. Hypothesis

The researcher formulated the hypothesis as follow:

Ho : There is no effect of using VST Application to increase students' speaking ability at SMAN 2 Pinrang.

H₁ : There is effect of using VST Application to increase students' speaking ability at SMAN 2 Pinrang..

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, By applying an experimental quantitative design this research established possible cause and effect between dependent and independent variable that is using VST Application toward the students' speaking ability. In this research, the independent variable was VST Application and the dependent variable was speaking ability.

B. Location and duration of the research

This research will be conduct at SMAN 2 Pinrang, to be exact at Jl. Poros Pinrang-Polewali, Lampa Barat, Kecamatan Duampanua, Kabupaten Pinrang, and the research held two months including of analysis data.

C. Population and Sample of Research

1. Population

The population of this research was the eleventh grade of SMAN (Sekolah Menengah Atas Negeri) 2 Pinrang. Total students in this grade is 302 students.

The total population can be shown below:

Tabel 3.1
Population

No	Class	Total Students
1	11.1	26

2	11.2	28
3	11.3	30
4	11.4	30
5	11.5	32
6	11.6	26
7	11.7	33
8	11.8	31
9	11.9	34
10	11.10	33

Sources : Administration of SMAN 2 Pinrang

2. Sample

According to Sugiyono the simple is part of the number and characteristics possessed by the population. So the sampling technique in this research followed the theory of purposive sampling (judgment sampling) which taking the sample based on certain consideration.⁴⁹ The samples in this research were 11.1 class which consist of 26 students.

D. Procedure of Collecting Data

1. Data Collection

Procedure as follows:

⁴⁹ Suharsimi Arikunto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245

First procedure data was data collection is activity which referred to the first step in research, because the data collected was used to identify the result of test that have been formulated in this study. In general, there are several methods of data collection techniques, namely:

a) Pre-Test

The test as a data collection instrument was a series of questions or exercises used to measure the knowledge and students speaking fluency, the test that is used in this research was oral test which refers to the indicator of speaking ability and followed by the application and narrative story which become the main materials.

Pre-test is used to know the students' speaking fluency before the next step, it is treatment. The pre-test was held in the class to know the score/value or the quality of the students' speaking fluency before. The writer gave the speaking test.

In the pre-test the researcher asked the students to describe anything about themselves such as their hobbies, family, favorite things and etc in English for one minute straight.

b) Treatment

This step is put between the pre and post test. The researcher gave the treatment to students and gave some materials about how to summarize the narrative text and then retell the story. The treatment used some fairytale story that will be retell using VST Application.

Some of the treatment step can be explained below:

- **First Meeting :**

- 1) Opening Activities

- a) The researcher opened the class with Opening greeting to the students.
- b) The researcher asked the students felling on that day
- c) Researcher explained the purpose of the experiment class

- 2) Main Activities

- a) The researcher gave the students a fairytale story namely Rapunzel
- b) The researcher explained the students about how to summarize the story
- c) The researcher explained about how to retell the story using VST Application and setting the timer for a minute
- d) The researcher demonstrated retelling the story by using VST Application in a minute
- e) The researcher asked the students to practice and always repeat it

- 3) Closing Activities

- a) The researcher evaluate the students performing by looked at the result of using VST Application
- b) The researcher score the students speaking skill
- c) The researcher explained more about the summary of the lesson and gave some advice
- d) The researcher closed the meeting.

- **Second Meeting :**

- 1) Opening Activities

- a) The researcher opened the class with Opening greeting to the students.
- b) The researcher asked the students feeling on that day
- c) Researcher explained the purpose of the experiment class

- 2) Main Activities

- a) The researcher gave the students a fairytale story namely Cinderella
- b) The researcher asked the students to summarize and retell the story using VST Application and setting the timer for a minute
- c) The researcher asked the students to practice and always repeat it

- 3) Closing Activities

- a) The researcher evaluate the students performing by looked at the result of using VST Application
- b) The researcher score the students speaking skill
- c) The researcher explained more about the lesson and gave some advice
- d) The researcher closed the meeting.

- **Third Meeting :**

- 1) Opening Activities

- a) The researcher opened the class with Opening greeting to the students.
- b) The researcher asked the students feeling on that day

- c) Researcher explained the purpose of the experiment class
- 2) Main Activities
- a) The researcher gave the students a fairytale story namely The Ant and The Grasshopper
- b) The researcher asked the students to summarize and retell the story using VST Application and setting the timer for a minute
- c) The researcher asked the students to practice and always repeat it
- 3) Closing Activities
- a) The researcher evaluate the students performing by looked at the result of using VST Application
- b) The researcher score the students speaking skill
- c) The researcher explained more about the lesson and gave some advice
- d) The researcher closed the meeting.
- **Fourth Meeting :**
- 1) Opening Activities
- a) The researcher opened the class with Opening greeting to the students.
- b) The researcher asked the students feeling on that day
- c) Researcher explained the purpose of the experiment class
- 2) Main Activities
- a) The researcher gave the students a fairytale story namely Beauty and The Beast

- b) The researcher asked the students to summarize and retell the story using VST Application and setting the timer for a minute
 - c) The researcher asked the students to practice and always repeat it.
- 3) Closing Activities
- a) The researcher evaluate the students performing by looked at the result of using VST Application
 - b) The researcher score the students speaking skill
 - c) The researcher explained more about the lesson and gave some advice
 - d) The researcher closed the meeting.

c) Post-Test

The writer gave the post-test to the students after the treatment is done. After that the writer gave post-test through give a narrative text before to know is there an effect of using VST application.

The procedure of post-test was begin with gave the material for students that is a fairytale story with a title “nenek pakande”. The researcher asked the students to summarize the story according to their understanding before retell the story, the researcher asked the students to retell the story for two minutes.

E. Instrument of the Research

The instrument was a tool used to collect data. The instrument are a tool or facilities that are used by the researcher to collect the data completely and

systematically.⁵⁰ Then in this study the instrument used was test.

The researcher used oral test and questionnaire in this study as an instrument for collecting data, the test will be pre-test and post-test. The purpose of giving was to find out students speaking fluency using VST Application at SMAN 2 Pinrang.

F. Technique of Data Analysis

Data analysis techniques was the data which using to be analyzed and directed to answer the problem formulation has been determined, then analyzes the data using statistical methods that have been available.

1. Descriptive Analysis

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean.

- a) Scoring the students' correct answer in pre-test and post-test by using formula :

$$score = \frac{\text{Students' Score}}{\text{The total score of them}} \times 100$$

The analysis used with descriptive statistic will be done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution.,⁵¹

⁵⁰ Eri Kusumawati, "Increasing Present Continuous Tense Mastery Using Grammar Translation Method at Eight Graders of MTs N 1 East Lampung In Academic 2019".

⁵¹ Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta,2008)

- b) Classifying the score students' classification as follow:

Table 3.2
Classification of Score

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ⁵²

Score: Suharsimi Arikanto, 2013;281

- c) In measuring students' speaking ability, the writer use the rubric below, that consist of four parts and the highest score was 6, the lowest was 1

Table 3.3
Rubric to measure speaking ability (Fluency)

Classification	Score	Criteria
Very Good	80-100	Speaking without too great effort with wide range of expression searching for words. Searching for words but occasionally only one or two unnatural pauses.
Good	66-79	Has to make an effort at times to search for word. Nevertheless, smoothes delivery on the whole and only a few unnatural pauses. Although he has made an effort on the search of the word; there are not too many unnatural pauses, fairly smooth delivery mostly
Fair	56-65	Occasionally, fragmentally but success in

⁵² Suharsimi Arikanto, *Dasar Evaluasi Pendidikan, Edition of Revisi* (Cet. X, Jakarta: Bumi Aksara, 2009), p.245

		conveying the general meaning fair range of expression.
Poor	40-55	Has to make an effort for much of the time, often has to search for desired meaning, rather halting delivery and fragmentary. Range of expression often limited
Very Poor	<39	Long pauses while he searches for desired frequently fragmentary and halting delivery, almost gives up making the effort at times limited range of expression.

Source: Heaton, (1989:100)

d) Percentage of students' score using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Number of Students

e) To find out the average score following formula :

$$\bar{x} = \frac{\sum x}{N}$$

Where :

\bar{x} : Mean Score

$\sum x$: The total number of the students score

N : The number of student

- f) The formula used in finding out the difference between students' score in pre-test and post-test which analysis by test below:

1) Standard Deviation

The standard deviation value is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, the data analyzed by windows SPSS IBM 22 and can be interpreted that:

If the Std Var < Average or smaller than the average value, the performance can be said to be good.

1) T Independent Test

In the analysis of the quantitative approach where the decision criteria are taken, namely by identifying increased mastery with the T test. The test uses the following windows SPSS IBM 22 and can be interpreted that:

***If t count < t table then H_0 is accepted and H_1 is rejected,
If t count > t table then H_0 is rejected and H_1 is accepted, with 95% confidence level***

The researcher's hypothesis using the calculation through Microsoft Excel application by calculating the formula one by one will be required for the calculation of the paired t-test, where the paired t-test is used to find out the mean of a paired sample (paired), to find out the difference in results learning between before and after the treatment (treatment).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research is conducted in SMAN 2 Pinrang as the location which chosen by the research, when its observing the observation trough speaking, this research is processing by follow some step which also referred to the methodology of research, some of the step beginning from the observation step. After do the observation to make clear which the sample are ready to be experimented, than the researcher try again to created some of the research planning for using at class.

This research is held in SMAN 2 Pinrang as one of the school that recently adapted merdeka curriculum and the characteristic of merdeka curriculum is they are focus in learning essential material and improving students' soft skill.

In this curriculum the second grade students in their half of the second semester only learn Bahasa Inggris Tingkat Lanjut subject. The students are learn about narrative and exposition text, these two text not only present in the form of writing and reading but also speaking.

The goals of English Subject Tingkat Lanjut :

1. Use English independently and with confidence to achieve communication goals both orally and in writing in three text types, namely narrative, exposition, and discussion in the four skills language in an integrated manner, with English competence equivalent to Level B2 CEFR.

2. Have 21st century skills, including critical thinking, creative, communicate orally and in writing, and be able to work together, as well as digital literacy.
3. Develop and advance Indonesian students as an effort to educate the nation's life.
4. Become a citizen of a global society who still adheres to values Pancasila as the nation's philosophy of life by prioritizing Profile Pancasila learners like faith and noble character, independent, reasoning critical, creative, mutual cooperation, and global diversity.

Based on the explanation above which explain more about the history and the explanation of SMAN 2 Pinrang as location of research, than the researcher explain the result of research which referred from the research question:

1. The Implementation of VST Application

VST Application is an application that provide users to record video by setting the timer, the application can be used without using celluler data or internet connection so it is not hard for students to having this application.

By recording themselves they have opportunities to view and replay the recording many times so that they could learn from their mistakes. Therefore, they can be self-critical as they can learn the mistakes and solve their problem assisted by the teacher.

By setting the timer students will try to be able to convey their topic clearly during the time that have been set, therefore this application has advantages in increasing students' knowledge especially their vocabulary. This application have an advantage in attracting students' attention,

imagination, also their critical thinking and trigger students to be more active in processing words into an efficient sentence.

Using VST Application as a teaching materials will make it easier for the teacher to achieve several indicators of the curriculum especially for the speaking skill, The teacher only needs to describe the topic and learning material then ask the students to describe or retell the topic in a period time by setting the timer using VST Application, it is can increase students learning motivation and their self-confidence in speaking.

The teacher still has to give directions to the students spesifically about the topic and make sure the students understand the topic before ask them to orally retell the topic, using this application it is very possible for students' speaking skill to get improvement.

Some step explained by the researcher in doing for 4 meeting at class, the students are asked to join in one class for teaching and implementing VST Application. Some of the step are followed below:

1) Opening Class

First step of the treatment process, the researcher teaching uses narrative text especially fairytale text as a materials, the learning process begins with an introduction to the teaching materials given to students. The process of introducing learning material is by giving directions that improving students' basic vocabulary in English materials is very important to know as the basis for learning English.

The process of learning speaking by narrative text will be easier to understand if you can understand the characteristic of some vocabulary.

Introduction to teaching materials is one of the activities in learning. In the initial activity, the researcher also conducted a self-introduction to students to get to know the character of the students better, the identification of the participants' characters also helped the effectiveness of the treatment process carried out.

The purpose of the learning carried out is how students are able to create and make summarize about the fairytale story, and are able to understand the sentence that they summarize. The three indicators of mastery of the English speaking are the reference for the purpose of conducting treatment in this research.

The opening class beginning to introduce the students the materials will be used for the treatment class also introducing them the VST Application about how to use the application, how to get the application, and what is the correlation of this application in this learning.

2) Main Class

The main activity is an activity in which the demonstrate of learning process using VST Application refers to several steps, in the first stage, the researcher gives a fairytale story that have been printed out which will be analyzed by students when they watch the researcher demonstrate the learning process.

Several stages are more specifically described in the following points:

a) The researcher prepares a fairytale text that have been printed out.

- b) The researcher explains to students about: The essence of the story to summarize the story and how to manage them in several times that have been setting in the application.
- c) Researchers demonstrate to retell the story by using VST Application and set the timer for one minute.
- d) The researcher repeated the demonstrate 2 times until the students understand the materials.
- e) The first researcher allowed students to summarize the story based on their own opinion.
- f) Students are directed to try on by themselves to retell the fairytale story using VST Application by setting the timer for one minute.
- g) Students repeat the stage until they are manage to end the story in one minute.

Based on the explanation above, the using VST Application by observation by researchers attracts the attention of students to become more fluent and confident while speaking performing. The process of recording by setting the timer makes students more active in making a better summarize so that they can retell the story clearly in a time that have been set.

3) Closing Class

The closing activity at the treatment stage is carried out by providing verbal reinforcement to students. The material explained in the main activities is repeated for many times in order to make sure the students understand the materials.

The closing activities of the treatment activity is direct evaluation, the researcher evaluate the result of the video that have been record by students using VST Application, the researcher ask several question in the form of to make sure the students understand the materials.

The stages of closing activities also include a summary of the teaching material that has been given during the learning process. Evaluation and affirmation of teaching material is considered very important to be explained in the final activity because students will start to remember all the teaching material that they have recorded.

Based on all the explanations above, the use of VST Application may impact to the students' performing at class, many students showed their active performing.

2. Students' speaking ability before and after using VST Application at SMAN 2 Pinrang.
 - a. Students' speaking ability before using VST Application

The findings which identifying the students speaking skill before conducting treatment is test by speaking test, students are asked to perform without any treatment term, the researcher set the speaking test to know more about the students' speaking ability before using VST Application at SMAN 2 Pinrang.

Based on the test which analysis in SPSS with the descriptive statistic showed some result that explained below:

Table 4.1 Result of Pre test

NO	Kategori Penguasaan	Hasil Pre test	
		Frekuensi	Persen
1	Very good 80-100	0	0%
2	Good 66-79	0	0%
3	Fair 56-65	9	34,6%
4	Poor 40-55	14	53,9%
5	Very poor <35	3	11,5%
Total		26	100

According to the data analysis above there are 0% students got score in very good ,while category of good was 0 students or 0% from total students, and the category of fair was 9 students or 34,6% from total students, while category of poor was 14 students or 53,9% from total students, and the category of very poor was 3 students or 11,5% from the total students.

Based on the result data analysis above, the researcher present the descriptive statistic for the students speaking skill before using VST Application at SMAN 2 Pinrang, explained below:

Table 4.2 Descriptive of Pre test

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	26	38.00	65.00	1341.00	51.5769	7.39282
Valid N (listwise)	26					

Sources : SPSS Windows 22

According to the data above, the students speaking ability before using VST Application was category of very poor with a score 51,57. The

students need to be more active in learning on how their speaking get improve for the next test in post test.

b. Students' speaking ability after using VST Application

According to the second research question which explained about Students' speaking ability after using VST Application at SMAN 2 Pinrang which implemented by using narrative text as content in treatment step.

The result of data analysis of students speaking ability after using VST Application at SMAN 2 Pinrang can be explained below:

Table 4.3 Result of Post test

N0	Category	Result of Data	
		Frequency	Percent
1	Very good 80-100	15	57,7%
2	Good 66-79	11	42,3%
3	Fair 56-65	0	0%
4	Poor 40-55	0	0%
5	Very poor <35	0	0%
Total		26	100

According to the data analysis above, the finding showed that there are 15 students or 57,7% from 100% got very good score, while the category of good was 11 students or 42,3% from total students, and the category of fair was 0 students or 0% from total students, while category of poor was 0

students or 0% from total students, and the category of very poor was 0 students or 0% from total students.

Based on the result above, the researcher is going to present the descriptive statistic for the students speaking skill after using VST Application at SMAN 2 Pinrang, explained below:

Table 4.4 Descriptive of Post test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	26	72.00	92.00	2115.00	81.3462	5.45485
Valid N (listwise)	26					

Sources : SPSS Windows 22

According to the data analysis above, the students speaking ability after using VST Application was category of very good with a score 81,34 or above of >80 or below of <100. The students still need to be more active in learning on how their speaking get improve.

c. The improving of students' speaking ability using VST Application at SMAN 2 Pinrang.

According to the result data analysis from the previous research question about the students' speaking ability before and after using VST Application at SMAN 2 Pinrang, The improvement of the students can be explained for the answered according to the score which students get in pre and post-test, and the students' response of using VST Application, can be explained below:

a. T Test Independent

Paired T-Test is a parametric test that can be used on two data between pre and post-test. The purpose of this test is to see if there is an average difference between two paired data. Following are the results of the data description:

Table 4.5 T Test Independent

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest – Posttes	29.80000	4.33974	.86795	31.59136	28.00864	34.334	25	.000

Source: SPSS Windows 22

Based on the results of the data analysis, it is obtained that the t-count value is 34,334 where to find out whether the t-count value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t table. And to see the t table it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means $26-1 = 25$. If you refer to the t table value of 1,708.

Thus the results of the analysis obtained t value $34,334 > 1,708$, which means that there is a significant increase in using VST Application to increase students' speaking ability at SMAN 2 Pinrang.

b. Descriptive of Questionnaire

Based on the result of the students' response questionnaire, the data with 26 respondents show that there are 22 students agree that they were

enjoy using VST Application and 4 student feel uncertain about it. The data also show that there are 8 students agree that using VST Application increase their vocabulary, 17 of them were uncertain and 1 of them disagree. The data show 10 of them were agree that using VST Application increase their fluent in speaking English, and 16 of them were uncertain.

B. Discussion

1. The Implementation VST Application

The result of the implementation can be showed by the treatment process. Some step explained by the researcher in doing for 4 meeting at class, the students are asked to join in the class for teaching and implementing narrative text content and VST Application as a tools.

Theory stated that a video-based English learning has more effective impacts in increasing the social participation of learners and can stimulate their interest in learning rather than the classic learning methods and language learning methods based on technology are widely used to increase the effectiveness of learning in class. Video-based learning has the advantage such as can be used as a language teaching model and as a learning method.

So it can be stated that by using VST Application It provides opportunities for learning development in revolutionizing and designing how learners are able to convey ideas, then how they are able to communicate. Moreover, it has a significant impact on the teaching and learning of second languages.

The using of VST Application as media by researcher attracts the attention of students to become more familiar with English speaking performing. The

process of recording video using VST Application makes students more active in compose sentences to say. The students asked to summarize fairytale story to speak for the set time.

Narrative text are used as a media in this research, the students do the story telling. Storytelling is a remarkable tool for helping students develop their speaking ability. Whent they learn to tell tales, they take their speaking ability to a whole new level, they learn to speak clearly, with intention and care for the audience.

In this research the students need to telling the story that have been selected from the researcher, they will retell the story in a period time that have been set by the researcher.

2. The Result of Implementing VST Application

Based on the result data analysis above, the researcher explained that using VST Application can increase students' speaking ability at Senior High School (SMAN) 2 Pinrang.

The result of data analysis showed the pre-test score that there are 0% from 100% students got very good score, then the category of good also 0% from total students, while category of fair was 9 students or 34,6% from total students, and the category of poor was 14 students or 53,9% from total students, while category of very poor was 3 students or 11,5% from total students. According to the data analysis of frequency, the students speaking ability before using VST Application was category of poor, which mean showed for 51,75.

After the treatment there are post-test that showed students' speaking ability after using VST Application at SMAN 2 Pinrang which implemented by using narrative text as content in treatment step.

Students get score in very good was 15 students or 57,7% from 100%, while the category of good was 11 students or 42,3% from total students, then the category of fair was 0% from total students, also the category of poor there are 0% from total students, and the category of very poor was 0 students or 0% from total students.

The students' speaking ability after using VST Application was category of very good, which mean showed for 81,34 or above of >80 or below of <100 . The analysis obtained t value $34,334 > 1,708$, which means that there is a significant increase in using VST Application to the students' speaking ability at SMAN 2 Pinrang.

According to the researcher analyze's the speaking ability of students has improve, it is proved by the documentation that showed that on the average students produced about 10-50 words in their pre-test with a speaking test and on their post-test the students gained about 100-more words, it is mean that their speaking ability has increased.

According to the result data analysis, the researcher explained more the correlation between this research and previous research, the research from Agus Darmuki in his research "Pengaruh Pembuatan Video Untuk Meningkatkan Kemampuan Bicara Bahasa Inggris". The findings showed that the research subjects were 19 students, consisting of 12 women and 7 men. The teaching aids were Google Meet and Edmodo. The results of the

study showed that the usage of Edmodo was easily accessible, that is, you can use a PC, laptop and smartphone, and even Edmodo software was available on the Playstore. Then, Edmodo had a feature to create small groups. It was to avoid students' lies about uploading their assignments. However, Edmodo did not have a video conferencing feature, so one of the solutions was to use Google Meet. Furthermore, the implementation of video production could increase their confidence to speak English and they could even improve their video editing skills or knowledge.

According to the theory of speaking that the skill of speaking refers to the students' ability to express mind or feeling orally. Many language learners regard speaking skill as the measure of knowing a language. These learners define fluency as the skill to converse with others, much more than the skill to read, write, or comprehend oral language. It also improved by the research doing the experimental research, the students get improve from they oral speaking on how they can express their idea trough retell fairytale story by setting the timer on the VST Application.

Theory also stated that students regard speaking as the most important skill they can acquire, and they assess their progress in term of their accomplishments in spoken communication. They often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Oral skill have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course book in the market),

thought how best to approach the teaching of oral skills has long been the focus of strategy logical debate. In fact that, the researcher focused on development of the students' ability in formulate sentence on their own understanding using VST Application.

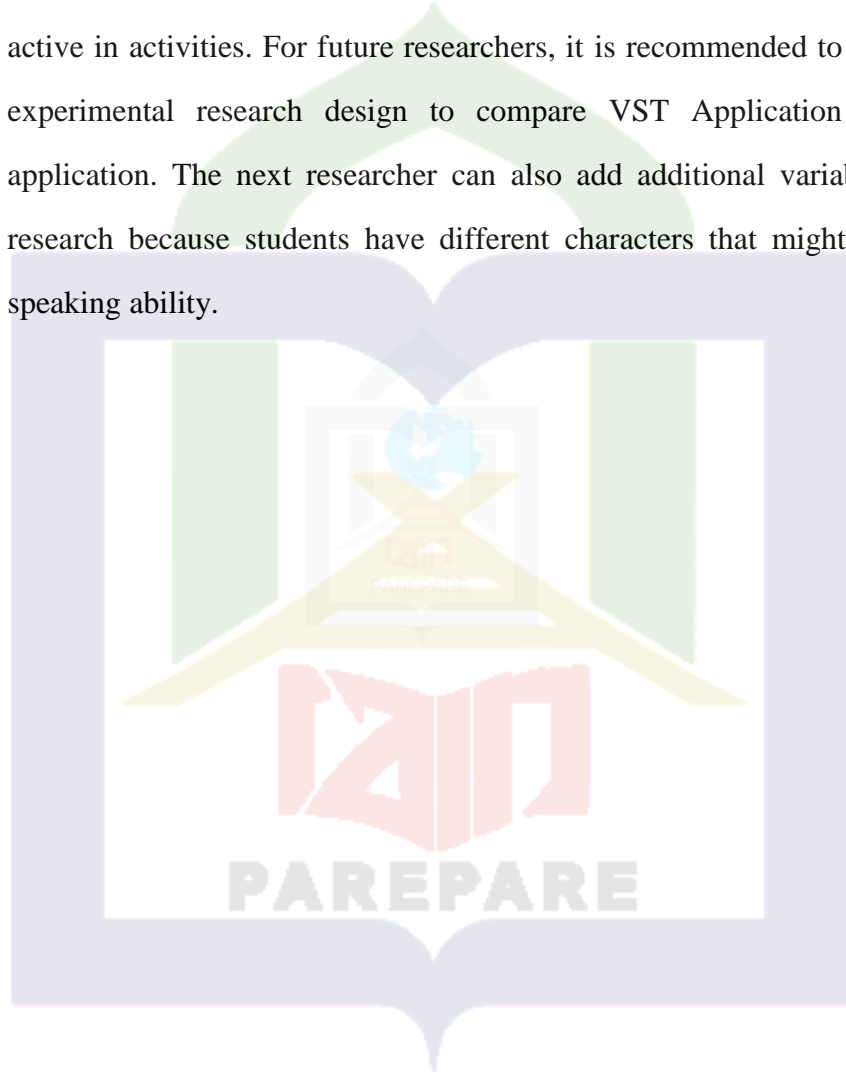
And also some of the references still getting from the textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction.

The term of teaching can be understood by several points of view. Generally, teaching means the action of someone who teaches to let the learner to know certain knowledge or skill, in certain setting of learning and teaching. According to Brown that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.⁵³ Teaching needs to be seen as a process, includes someone who teaches, has the learner, the material, and also the setting. Which all of the components needed in teaching have to be maximized to achieve what it is referred to effective teaching. All these theory being implemented using learning media that is narrative text and variety of learning using VST Application in teaching speaking ability at SMAN 2 Pinrang.

The conclusion is that VST Application is effective for teaching students' speaking ability. Finally, this research is useful for teachers or lecturers and subsequent researchers.

⁵³ Brown, D. H..*Principles of Language Learning & Teaching*. (4th ed.).. (Longman, New York, 2010)

However, to make VST Application more feasible in its implementation, there are several suggestions provided. For teachers or lecturers, prepare the topics carefully and make sure it is understandable; make sure that you understand every step in teaching speaking; and student motivation to be active in activities. For future researchers, it is recommended to use a quasi-experimental research design to compare VST Application with other application. The next researcher can also add additional variables in their research because students have different characters that might affect their speaking ability.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description of the result data analysis, the researcher conclude the research that:

1. Students' speaking ability before using VST Application at SMAN 2 Pinrang showed that there are 0% from 100% students got score in very good, while the category of good was 0 students or 0% from total students, and then the category of fair was 9 students or 34,6% from total students, then the category of poor was 14 students or 53,9% from total students, while the category of very poor was 3 students or 11,5% from total students. According to the data of frequency, the students speaking ability before using VST Application was category of poor, which mean showed for 51,57.
2. Students' speaking ability after using VST Application showed that the students got score in very good was 15 students which presentation of 57,7% from 100%, then the category of good was 11 students or 42,3% from total students, while category of fair was 0 students or 0% from total students, and then the category of poor was 0 students or 0% from total students, and the category of very poor was 0 students or 0% from total students. The students' speaking ability after using VST Application was category of very good, which mean showed for 81,34.
3. The implementation of using VST Application to increase students' speaking ability at SMAN 2 Pinrang showed the students' result data that obtained t

value $34,334 > 1,708$, which means that there is a significant increase in using VST Application to increase students' speaking ability at SMAN 2 Pinrang.

B. Suggestion

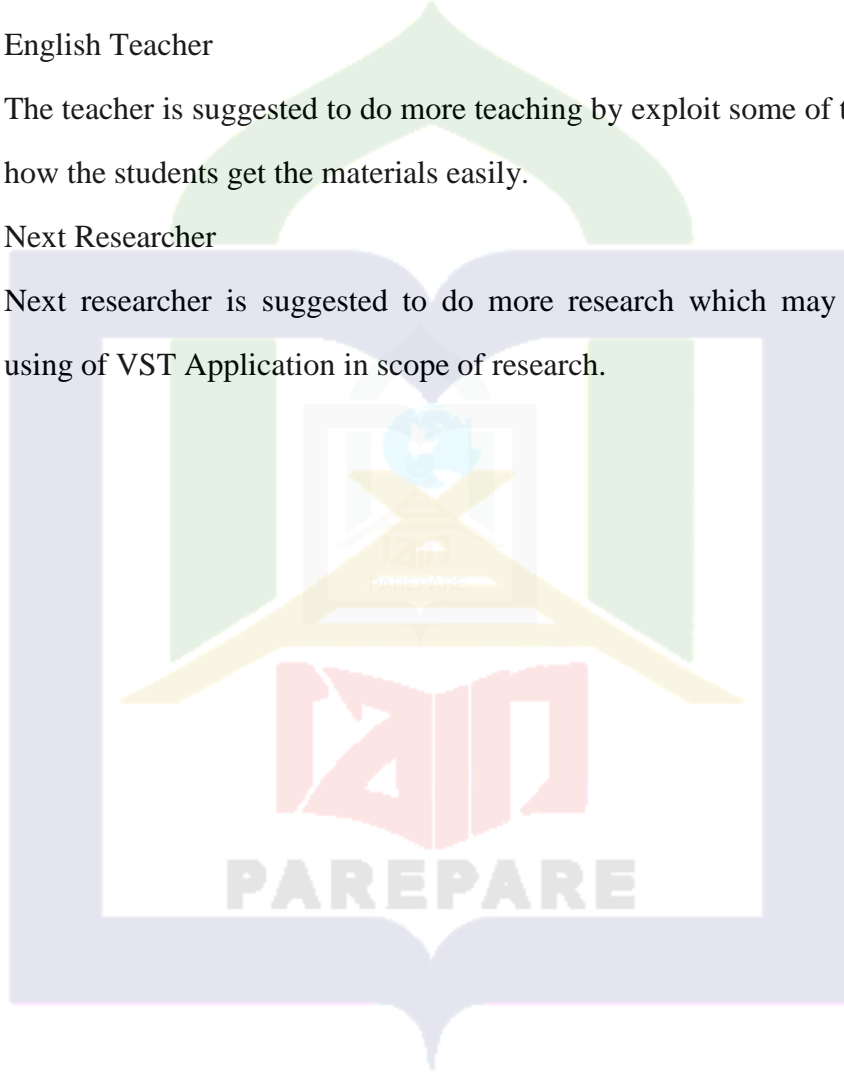
Based on the data above, the suggestion offer to:

1. English Teacher

The teacher is suggested to do more teaching by exploit some of the media on how the students get the materials easily.

2. Next Researcher

Next researcher is suggested to do more research which may develop the using of VST Application in scope of research.



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PAREPARE



APPENDICES

Appendix 1: SK Consultant


**KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 2710 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBİYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

Menetapkan : **MEMUTUSKAN**
KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;


Kesatu : Menunjuk saudara; 1. Dr. Arqam, M.Pd.
2. Dr. Magdhalena Tjalla, M.Hum
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Mutiara Sudamono
NIM : 19.1300.069
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Minute Talk Using VST Application To Improve The Students Speaking Ability At The Second Grade Students of SMAN 2 Pinrang


Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 01 Agustus 2022

Dekan,

Zulfah





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307,
F. (0421) 21104

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Appendix 2: Instrument that used to collect and analyze (Speaking Test)

Name of The Student : Mutiara Sudarmono

The Title of Skripsi : The Implementation of VST
Application to Increase Students'
Speaking Ability at SMAN 2 Pinrang

Student Reg. Number : 19.1300.069

Faculty : Tarbiyah

Study Program : English Education Program

Instrument : Speaking Test

1. Pre-test, Post Test

A. Pre-Test

Could you tell me about yourself, your family, your friend and your favorite, everything about yourself in one minute!

B. Post-Test

Choose one of the pictures that you want, explain according to your own words! You have one minutes to speak.

1.



Classification	Score	Criteria
Very Good	80-100	Speaking without too great effort with wide range of expression searching for words. Searching for words but occasionally only one or two unnatural pauses.
Good	66-79	Has to make an effort at times to search for word. Nevertheless, smoothes delivery on the whole and only a few unnatural pauses. Although he has made an effort on the search of the word; there are not too many unnatural pauses, fairly smooth delivery mostly
Fair	56-65	Occasionally, fragmentally but success in conveying the general meaning fair range of expression.

Poor	40-55	Has to make an effort for much of the time, often has to search for desired meaning, rather halting delivery and fragmentary. Range of expression often limited
Very Poor	<39	Long pauses while he searches for desired frequently fragmentary and halting delivery, almost gives up making the effort at times limited range of expression.



Appendix 3

Result Data of Test

NO	Name	Pre-Test
1.	Adhelia Ainun Cahyani	52
2.	Airin Nindi Elisa	55
3.	Alesa Ramadani	45
4.	Ananda	48
5.	Danu Aditia Jamal	50
6.	Hamdiyah Sudirman	54
7.	Indi Ramadani Asis	56
8.	Ismail Abidin	38
9.	Juna	45
10.	Khadijah Taufik	48
11.	Muhammad Farid Bustamin	39
12.	Mutia Pratiwi	58
13.	Nasriah	57
14.	Nur Akila	60
15.	Nur Azisah Safri	45
16.	Nur Hikmah Aeni	50
17.	Nurul Anisa	38
18.	Nurul Hidayah Ilham	62
19.	Rahmat Alimuddin	65
20.	Rahmini	60
21.	Rina Rahman	58
22.	Risman	48
23.	Salsabila	48

24.	Sindi	50
25.	Siti Hajar	52
26.	Siti Nur Hafida	60

NO	Name	Post-Test
1.	Adhelia Ainun Cahyani	80
2.	Airin Nindi Elisa	82
3.	Alesa Ramadani	78
4.	Ananda	77
5.	Danu Aditia Jamal	80
6.	Hamdiyah Sudirman	80
7.	Indi Ramadani Asis	85
8.	Ismail Abidin	75
9.	Juna	72
10.	Khadijah Taufik	77
11.	Muhammad Farid Bustamin	78
12.	Mutia Pratiwi	89
13.	Nasriah	80
14.	Nur Akila	90
15.	Nur Azisah Safri	75
16.	Nur Hikmah Aeni	82
17.	Nurul Anisa	77
18.	Nurul Hidayah Ilham	92
19.	Rahmat Alimuddin	89
20.	Rahmini	83
21.	Rina Rahman	85

22.	Risman	78
23.	Salsabila	76
24.	Sindi	78
25.	Siti Hajar	88
26.	Siti Nur Hafida	89



Appendix 4: Questionnaire

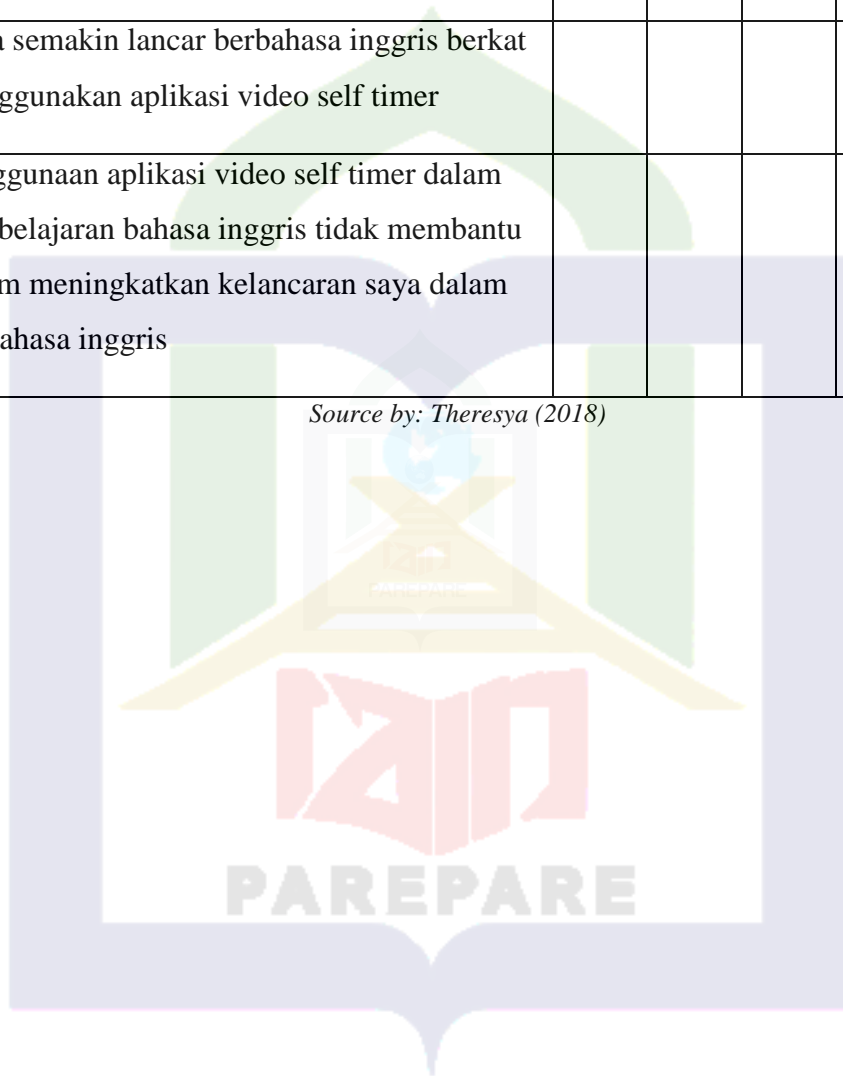
Nama :
 No. Absen :
 Kelas :

Isilah kuisioner dibawah ini dengan memberikan tanda centang (✓) pada nilai alternatif jawaban yang paling merefleksikan pengalaman yang anda alami.

No	Pernyataan	Alternatif jawaban				
		SS	S	RG	TS	STS
1	Saya senang melakukan pembelajaran dengan menggunakan aplikasi video self timer karena pembelajaran menjadi lebih menarik					
2	Saya merasa bosan menggunakan aplikasi video self timer dalam pembelajaran					
3	Aplikasi video self timer sangat efektif digunakan dalam pembelajaran					
4	Aplikasi video self timer tidak efektif digunakan dalam pembelajaran					
5	Menggunakan aplikasi video self timer dalam pembelajaran meningkatkan kemampuan kosa kata bahasa inggris saya					
6	Menggunakan aplikasi video self timer dalam pembelajaran tidak membantu dalam meningkatkan kosa kata bahasa inggris saya					
7	Menggunakan aplikasi video self timer dalam pembelajaran meningkatkan minat saya dalam					

	berbahasa inggris					
8	Penggunaan aplikasi video self timer dalam pembelajaran membuat saya semakin malas untuk belajar					
9	Saya semakin lancar berbahasa inggris berkat menggunakan aplikasi video self timer					
10	Penggunaan aplikasi video self timer dalam pembelajaran bahasa inggris tidak membantu dalam meningkatkan kelancaran saya dalam berbahasa inggris					

Source by: Theresya (2018)



Appendix 5: SPSS DATA

Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
PretestVST	.084	26	.200*	.965	26	.490
PosttestVST	.174	26	.041	.935	26	.102

Descriptives

		Statistic	Std. Error	
PretestVST	Mean	51.5769	1.44985	
	95% Confidence Interval for Mean	Lower Bound	48.5909	
		Upper Bound	54.5629	
	5% Trimmed Mean	51.6239		
	Median	51.0000		
	Variance	54.654		
	Std. Deviation	7.39282		
	Minimum	38.00		
	Maximum	65.00		
	Range	27.00		
	Interquartile Range	10.75		
	Skewness	-.200	.456	
	Kurtosis	-.613	.887	
	PosttestVST	Mean	81.3462	1.06978
95% Confidence Interval for Mean		Lower Bound	79.1429	
		Upper Bound	83.5494	
5% Trimmed Mean		81.2607		
Median		80.0000		
Variance		29.755		
Std. Deviation		5.45485		
Minimum		72.00		
Maximum		92.00		
Range		20.00		

Interquartile Range	8.75	
Skewness	.457	.456
Kurtosis	-.846	.887

Pre-Test

Statistics

pretest		
N	Valid	26
	Missing	0
Mean		51.5769
Std. Deviation		7.39282
Sum		1341.00

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	26	38.00	65.00	1341.00	51.5769	7.39282
Valid N (listwise)	26					

Post-Test

Statistics

posttest		
N	Valid	26
	Missing	0
Mean		81.3462
Std. Deviation		5.45485
Sum		2115.00

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	26	72.00	92.00	2115.00	81.3462	5.45485
Valid N (listwise)	26					

Paired Sample T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	51.5769	26	7.39282	1.46774
	Posttest	81.3462	26	5.45485	1.06690


Paired Samples Test

		Paired Differences						Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t		df
					Lower	Upper			
Pair 1	Pretest – Posttest	29.80000	4.33974	.86795	31.59136	28.00864	34.334	25	.000

Appendix 6: T Table

t Table											
cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

Appendix 7: Recommendation Letter from IAIN Parepare

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 RR 0421 21307 Fax.34404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id


Nomor : B. 1774/In.39/FTAR.01/PP.00.9/05/2023 03 Mei 2023
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-
Makassar

Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Mutiara Sudarmono
Tempat/Tgl. Lahir : Bacukiki, 31 Agustus 2000
NIM : 19.1300.069
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Lampa Barat, Kec. Duampanua, Kab. Pinrang


Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "The Implementation Of VST Application To Increase Students' Speaking Ability At SMAN 2 Pinrang". Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2023.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.


Dr. Zulhah, M.Pd.
NIP. 19830420 200801 2 010

PAREPARE

Tembusan:
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

Appendix 8: Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
 Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
 Makassar 90231

Nomor	: 17003/S.01/PTSP/2023	Kepada Yth.
Lampiran	: -	Dinas Pendidikan Provinsi Sulawesi Selatan
Perihal	: <u>Izin penelitian</u>	

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.1774/IN.39/FTAR.01/PP.00.9/05/2023 tanggal 03 Mei 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: MUTIARA SUDARMONO
Nomor Pokok	: 19.1300.069
Program Studi	: Tadris Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Amal Bakti No. 8 Soreang, Kota Parepare

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE IMPLEMENTATION OF VST APPLICATION TO INCREASE STUDENTS' SPEAKING ABILITY AT SMAN 2 PINRANG "


Yang akan dilaksanakan dari : Tgl. **19 mei s/d 19 Juni 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 19 Mei 2023

A.n. GUBERNUR SULAWESI SELATAN
PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



Drs. MUH SALEH, M.Si.
 Pangkat : PEMBINA UTAMA MUDA
 Nip : 19690717 199112 1002

Tembusan Yth

1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*

Appendix 9: Letter of Research Completing


PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
UPT SMA NEGERI 2 PINRANG
Jalan Poros Pinrang Polmas KM.24 Kode Tlp. 0421.3922598 Pos 912536-mail : admin@smanduapinrang.sch.id

SURAT KETERANGAN
Nomor : 421.3/052- UPT SMA.2/PRG/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 2 Pinrang, Kab. Pinrang menerangkan bahwa :

Nama : Mutiara Sudarmono
Nim : 19.1300.069
Agama : Islam
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris (S1)
Perguruan Tinggi : Institut Agama Islam Negeri Parepare
Alamat : Lampa Barat, Kec. Duampanua, Kab. Pinrang

Telah melakukan Penelitian di SMA Negeri 2 Pinrang , dalam rangka penyelesaian Program Pendidikan Strata Satu (S.1), dengan judul :

"The Implementation Of VST Application To Increase Students' Speaking Ability At SMAN 2 Pinrang"

Demikian Surat Keterangan dibuat untuk dipergunakan sebagaimana mestinya.

Lampa, 19 Juni 2023
Kepala UPT SMA Negeri 2 Pinrang,

ABDUL WAHID, S.Pd., M.Pd
NIP. 19700121198200312 1 003

PAREPARE

 **#BerAKHLAK** **#CERDASKI'** SETULUS HATI, SEPENYU JIWA, BERTAMBAH HADIAH
#SIPAKATAU • Cekatan • Berhikmah • Bertanggungjawab • Berprestasi • Berkeadilan • Berkeadilan • Berkeadilan • Berkeadilan • Berkeadilan • Berkeadilan
PEMERINTAH PROVINSI SULAWESI SELATAN

CS Dipindai dengan CamScanner

Appendix 10: Documentation





Appendix 11:**CURRICULUM VITAE**

The writer name is Mutiara Sudarmono, she born on May 23rd 2001 in Pinrang, South Sulawesi. She is the 2nd child of couple Sudarmono and Kasmawati. She is a student of English Education Program in Tarbiyah Faculty State Islamic Institute of Parepare. Her education background, she began her study at SDN 46 Duampanua Pinrang and graduated on 2013, at the same year she continued the study in SMPN 1 Duampanua Pinrang and then continued the study in SMAN 2 Pinrang and graduated on 2019. During collage, she was active in several organization i.e ORGANDA, HMI, SEMA, and HMPS. The last, she completed her final with the title of thesis “The Implementation of VST Application to Increase Students’ Speaking Ability at SMAN 2 Pinrang” on 2023.

