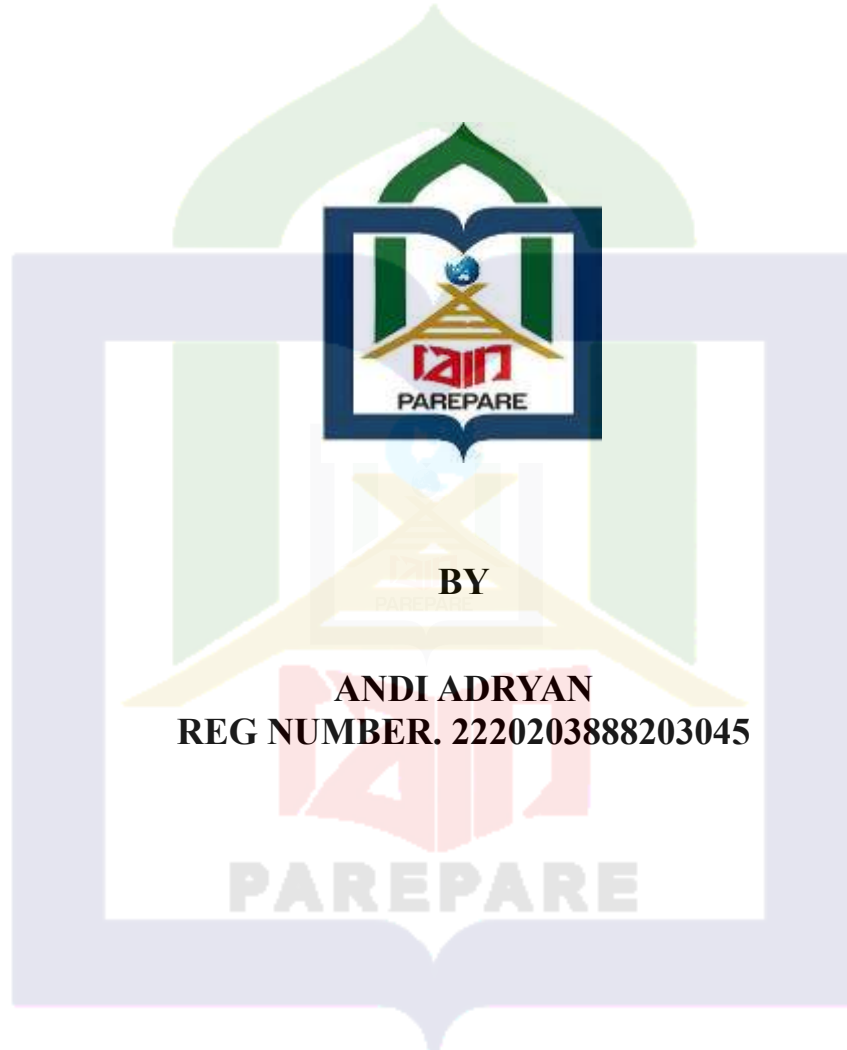


A THESIS

**THE INFLUENCE OF REAL LIFE APP INTEGRATED WITH
PROJECT BASED LEARNING IN ENHANCING STUDENTS'
SPEAKING SKILL AT SMAN 1 BARRU**



BY

ANDI ADRYAN

REG NUMBER. 2220203888203045

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE
PARE PARE**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial Fulfillment of the requirements for the Degree of Sarjana
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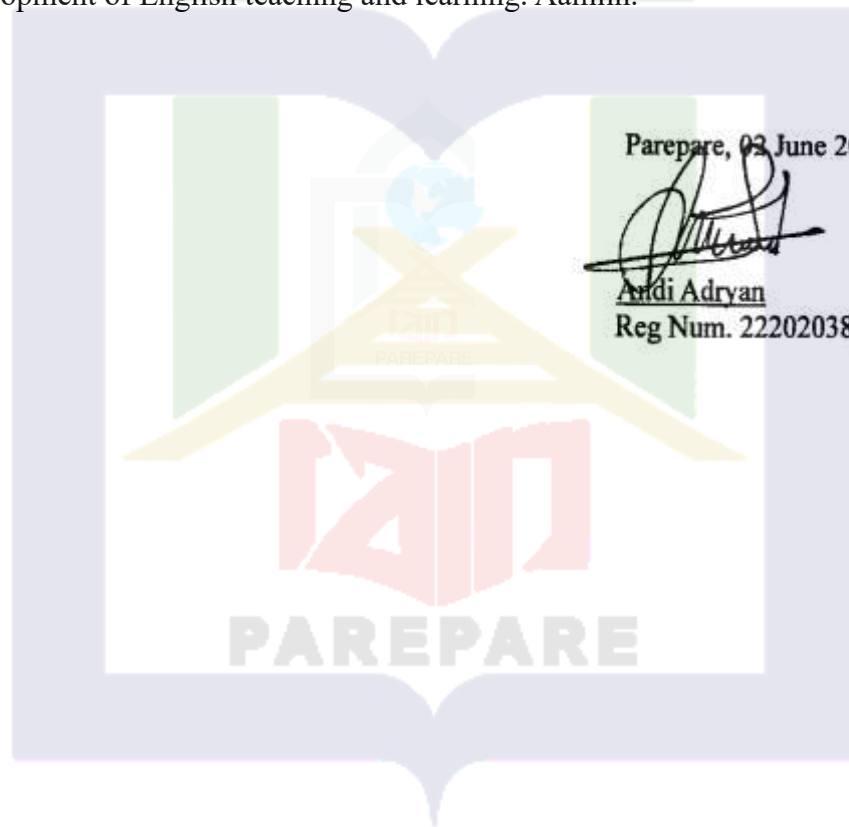
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Finally, the writer realizes that this thesis is far from perfect and therefore sincerely welcomes any constructive criticism and suggestions for its improvement. It is also hoped that this thesis will be useful for everyone and contribute to the development of English teaching and learning. Aamiin.



DECLARATION OF THE RESEARCH AUTHENTICITY

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Project Based Learning in Enhancing Students'
Speaking Skill at SMAN 1 Barru

Stated this thesis was his own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 03 June 2026



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ABSTRACT

Andi Adryan. 2026. *The Influence of Real Life App Integrated with Project-Based Learning in Enhancing Students' Speaking Skill at SMAN 1 Barru.* Thesis. English Education Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare. (Supervised by Hj. Nurhamdah.S.Ag.,M.Pd.)

This study aimed to determine whether the integration of the Real Life App and Project-Based Learning (PBL) had a significant effect on students' speaking skills at SMAN 1 Barru. The study employed a pre-experimental method using a one-group pre-test and post-test design. The population consisted of eleventh-grade students of SMAN 1 Barru in the 2025/2026 academic year. The sample was selected through purposive sampling, involving 36 students from class XI F1. The instrument used in this study was a speaking test assessed based on five aspects: comprehension, pronunciation, vocabulary, grammar, and fluency. The data were analyzed using descriptive statistics, normality testing, and a paired-samples t-test through SPSS version 32.0.

The findings revealed that the students' mean score increased from 54.11 in the pre-test to 58.22 in the post-test, indicating an improvement in speaking performance. The result of the paired-samples t-test showed that the significance value ($p < 0.001$) was lower than the significance level of 0.05, with $t(35) = -5.57$. These findings indicate that there was a statistically significant difference between students' speaking performance before and after the treatment. Furthermore, students demonstrated greater confidence, participation, and willingness to communicate in English during the learning process.

It can be concluded that the integration of the Real Life App with Project-Based Learning had a significant positive effect on students' speaking skills at SMAN 1 Barru. Therefore, this approach can be considered an effective strategy for enhancing students' speaking ability through authentic communication and project-based activities.

Keywords: Real Life App, Project-Based Learning, Speaking Skill

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LIST OF ABBREVIATION

Abbreviation	Complete Words
BSKAP	Badan Standar, Kurikulum, dan Assesment Pendidikan
EFL	English as A Foreign Language
ESL	English as A Second Language
PBL	Project Based Learning
CALL	Computer Assisted Language Learning



TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes are symbolized by letters in the Arabic writing system. In this transliteration, some are symbolized by letters, and some are symbolized by signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet

Letters	Name	Latin Letters	Name
س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ṣ	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) begins a word and follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘).

2. Vocal

a. Single vowels (monophthong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
أَ	Fathah	A	A
إِ	Kasrah	I	I
أُ	Dhomma	U	U

b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
أَيَّ	Fathah and Ya	Ai	a and i
أَوَّ	Fathah and Wau	Au	a and u

Example :

كَيْفَ :Kaifa

حَوْلَ : Haula

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
نَ / تَا	Fathah and Alif or ya	Ā	a and the line above
يَ	Kasrah and Ya	Ī	I and line above
يَ	Kasrah and Ya	Ī	I and line above
وُ	Kasrah and Wau	Ū	u and the line above

Example :

مَات : mātā

رَمَى : ramā

قِيلَ : qīla

يَمُوت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah, alive or received fathah, kasrah, and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ : *rauḍahal-jannahataurauḍatuljannah*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madīnahal-fāḍilahatau al-madīnatulfāḍilah*

الْحِكْمَةُ : *al-hikmah*

5. Syaddah (Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا : *Rabbanā*

نَجَّيْنَا : *Najjainā*

الْحَقُّ : *al-haqq*

الْحَجُّ : *al-hajj*

نُعَم : *nu‘ima*

عُدُّو : *‘aduwwun*

If the letters ى bertasydid at the end of a word and preceded by the letter kasrah ي, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ : ‘Arabi (not ‘Arabiyyor ‘Araby)

عَلِيٌّ : ‘Ali (not ‘Alyyor ‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters لا (*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article

does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-).

Example:

الزَّلْزَلَةُ : *al-zalzalah* (*notaz-zalzalah*)

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only apply to hamzahs in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolised because it is an alif in Arabic writing.

Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms, or sentences that are transliterated are words, terms, or sentences that have not been standardised in Indonesian. Words, terms, or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method for example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, they must be transliterated.

Example:

Fīzilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi ‘umum al-lafẓlābikhusus al-sabab

9. Lafẓal-Jalalah (الله)

The word "Allah, " preceded by particles such as the letters jar and other letters, or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دَيْنُ اللَّهِ : *Dīnullah*

بِاللَّهِ : *billah*

As for the tamarbutah at the end of a word attributed to lafẓal-jalālāh is transliterated with the letter [t]. Example:

هُمْ فِي رَحْمَةِ اللَّهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration, they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudi ‘alinnāsilalladhībīBakkatamubārakan

Syahru Ramadan al-ladhīunzilafīhal-Qur’an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)

B. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahūwata 'āla</i>
saw.	=	<i>ṣallallāhu 'alaihiwasallam</i>
a.s.	=	<i>'alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	SebelumMasehi
l.	=	Lahir tahun
w.	=	Wafattahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrahīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
دم	=	بدون
صلعم	=	صلى الله عليه وسلم

ط	=	طبعة
ن	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره
ج	=	جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of periodical scientific works such as journals, magazines, etc.

CHAPTER I

INTRODUCTION

A. Background

Despite English being a compulsory subject in Indonesian senior high schools, the 2023 English Proficiency Index ranks Indonesia 79th out of 113 countries in the “Low Proficiency” category.¹ This striking fact demonstrates that, despite years of formal instruction, many students still struggle to speak English fluently in real-life contexts highlighting the urgent need for more authentic and effective speaking practice in schools.

In line with this national concern, the Indonesian curriculum both the 2013 Curriculum (*Kurikulum 2013*) and the more recent *Kurikulum Merdeka* positions English as a compulsory subject at the senior high school level with the explicit goal of developing students’ communicative competence and preparing them for active participation in a global society. The head of BSKAP Kemendikbudristek emphasizes that English teaching should not merely focus on grammar mastery but should also cultivate students’ ability to use the language effectively in academic, professional, and intercultural contexts. This policy framework highlights a clear expectation that classroom instruction should bridge the gap between theoretical knowledge and practical communication skills.

However, the research of EFL CAFÉ shows that this expectation is not yet fully realized. Many students may excel in grammar and vocabulary but still struggle with spontaneous², real-life speaking a phenomenon documented in many EFL/ESL contexts. For example, Henisah, Margana, and Putri found that role-play techniques significantly improved speaking skills among high school students by creating

¹ Wahyuddin Rauf, Afif Zuhdy Idham, and Ade Chandra, “Penguatan Pariwisata Lokal Melalui Pembelajaran Bahasa Inggris Berbasis LMS Moodle Untuk Kelompok Sadar Wisata (Pokdarwis) Desa Bulue,” *Room of Civil Society Development* 4, no. 1 (2025): 90–108.

² E F L CAFE, “Effective Techniques for Teaching EFL/ESL Grammar,” n.d.

opportunities for natural language use rather than merely memorizing dialogues or grammar rules.³ Similarly, Tran, Thach, and Nguyen demonstrated that authentic role-play combined with group discussions led to notable gains in fluency, vocabulary, content, pronunciation, and grammar among young English learners. These studies emphasize that developing speaking proficiency requires meaningful interaction, not just knowledge of grammar or vocabulary, which directly connects to the broader role of English in today's world.

As a global lingua franca, English functions as a means of cross-cultural communication and as a key requirement in education and the workplace. Among the four language skills listening, speaking, reading, and writing speaking is considered the most challenging, since it requires students to express ideas, opinions, and information orally with confidence and clarity.

According to Brown, speaking is a productive skill that involves the ability to produce oral language spontaneously and meaningfully in the context of real communication⁴. In other words, speaking is not only about vocabulary mastery but also about confidence, fluency, and the ability to adjust language use to the communicative situation. Nunan emphasizes that speaking is the most demanding skill among the four language skills because it integrates linguistic, psychological, and social aspects.⁵

At the senior high school level, particularly at SMAN 1 Barru, students generally already have a basic speaking ability acquired from regular learning and additional English activities. However, one major challenge is the limited opportunities to practice speaking in authentic contexts. Students need a platform that allows them

³ Ratih Henisah et al., "Role Play Technique to Improve Students' Speaking Skills," *International Journal of Contemporary Studies in Education (IJ-CSE)* 2, no. 3 (2023): 176–182.

⁴ Gillian Brown and George Yule, *Teaching the Spoken Language*, vol. 2 (Cambridge university press, 1983).

⁵ Jyothi Masuram and Pushpa Nagini Sripada, "Developing Speaking Skills through Task-Based Materials," *Procedia Computer Science* 172 (2020): 60–65.

to interact directly with other English learners in order to develop their speaking ability further.

Preliminary observations and informal interviews with English teachers at SMAN 1 Barru revealed that the school has established practices such as regular English Club meetings, public speaking exercises, and supplementary language activities that provide students with a foundational level of speaking ability. While this does not mean the students are fluent or exempt from the national trend of low proficiency reported by EF EPI, it does indicate that SMAN 1 Barru appears to have a strong culture of English practice. However, even with these existing practices, students still require more structured and meaningful opportunities to use English in ways that mirror real-life communication. This creates a need for an instructional method that can build on their current foundation while deepening their engagement. As Nurhamdah asserts, The most important thing in the success of the teaching and learning process is the method used.⁶ This highlights the importance of selecting an effective instructional approach that not only motivates students but also provides authentic opportunities to develop their speaking ability.

To address this need one possible approach is Project-Based Learning (PBL). Thomas defines PBL as a student-centered learning approach that emphasizes in-depth exploration through authentic projects that result in tangible products.⁷ This method is believed to enhance student engagement, creativity, and communication skills. Larmer and Mergendoller further argue that PBL fosters 21st-century skills such as collaboration, critical thinking, and effective communication.

Alongside this, technological advancements have introduced various applications that support language learning. One of them is Real Life App, an interactive platform similar to OmeTV but specifically designed for English learners.

⁶ Andi Muhammad Syafri Idris, Abu Bakar Juddah, and Nurhamdah Nurhamdah, "Comparing between Total Physical Response and Silent Way Method to Develop Students' Speaking Ability," 2020.

⁷ Dayna L Laur, "A Systematic Review of the Literature: The Impact of Constructivist Learning through Authentic Project-Based Learning Experiences" (Sam Houston State University, 2021).

Through this application, users can interact directly with English learners from different countries, with all conversations conducted in English. Chapelle points out that Computer-Assisted Language Learning (CALL) technology can expand students' opportunities to practice the target language in authentic contexts.⁸ Furthermore, Warschauer and Healey highlight that the use of technology in language learning provides students with chances to communicate in more meaningful and contextual situations.⁹

Combining these two approaches creates a coherent instructional strategy. By integrating Real Life App with Project-Based Learning, students not only practice individually but also engage in project-based tasks such as creating recorded conversations, reflective reports, or presentations based on their experiences in the application. In this way, Real Life App functions not merely as an additional tool but as part of a structured learning design that encourages active, authentic communication.

Therefore, this study specifically aims to investigate whether integrating Real Life App with Project Based Learning can significantly improve students' speaking ability at SMAN 1 Barru, addressing the gap between existing classroom practices and the need for authentic, technology enhanced communication opportunities.

B. Research Question

Is there a significant effect of using the Real Life app integrated with Project-Based Learning on students' speaking ability at SMAN 1 Barru?

C. Objective Of The Research

The objective of this research is to determine whether there is a significant effect of using the Real Life app integrated with Project-Based Learning on students' speaking ability at SMAN 1 Barru.

⁸ Carol A Chapelle, "Computer-Assisted Language Learning," in *Handbook of Research in Second Language Teaching and Learning* (Routledge, 2005), 743–755.

⁹ Mark Warschauer and Deborah Healey, "Computers and Language Learning: An Overview," *Language Teaching* 31, no. 2 (1998): 57–71.

D. Significance Of The Research

1. For Teachers

This study can provide insights into innovative teaching methods that combine PBL and technology, enabling teachers to design more engaging and authentic speaking activities.

2. For Students

The study is expected to help students improve their speaking ability through real-life communication with global learners, thereby increasing their confidence, fluency, and motivation.

3. For Schools

The results can support schools in integrating digital applications into the curriculum as part of efforts to develop students' 21st-century skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Previous research has widely examined the effects of Project-Based Learning (PBL) and technology-assisted applications on students' speaking ability. Studies by Fitriana, Safitri, and Gunawan revealed that PBL enhances fluency, confidence, and critical thinking by engaging students in authentic communication tasks such as presentations and group projects.¹⁰ Similarly, research on mobile-assisted language learning Al badry showed that technology supports learner autonomy, motivation, and real-life practice, helping students connect classroom learning with daily conversation.¹¹

More specifically, a study by Sapari revealed that the use of the Real Life application resulted in a statistically significant improvement in students' speaking performance.¹² The findings showed that the experimental group's mean speaking score increased from 61.96 in the pre-test to 70.87 in the post-test, while the control group achieved a lower post-test mean score of 64.26. An independent sample t-test indicated a significant difference between the two groups ($p < 0.001$), which is lower than the significance level of $\alpha = 0.05$. This result confirms that the improvement was statistically significant and directly influenced by Real Life application rather than occurring by random chance, that means Real life application had a meaningful impact on students' speaking skills, particularly in terms of fluency, pronunciation, and confidence.

¹⁰ Iwan Dudy Gunawan, "Enhancing Speaking and Collaboration Skills Through Project-Based Learning: A Case Study of Indonesian EFL University Students," *PROJECT (Professional Journal of English Education)* 8, no. 4 (2025): 1071–1077.

¹¹ Haifa Fareed Abdulmajeed Albadry, "Using Mobile Technology to Foster Autonomy among Language Learners" (Newcastle University, 2018).

¹² Gigin Ginanjar Sapari, Ayu Puspitasari, and Isti Sitihindun, "The Use of Reallife Application in Learning English to Improve Students' Speaking Skill," *ARTISHTIC* 1, no. 2 (2024).

Furthermore, Husnaini and Chen, as well as Jalinus, found that integrating technology into PBL increased learners' engagement and communicative competence.¹³ However, despite these findings, few studies have explored the integration of PBL with the Real Life App within the Indonesian EFL context. Thus, the present research aims to fill this gap by investigating how this combination can enhance students' interactive speaking skills.

The above studies make it clear that both PBL and mobile applications positively influence speaking ability:

1. PBL gives students authentic contexts and encourages collaboration.
2. Mobile apps, including Real Life App, provide authentic input and practice opportunities.
3. When integrated, these two approaches reinforce each other: PBL supplies the meaningful projects, while the Real Life App supplies the real-world language input.

However, there is still a lack of research that investigates the direct integration of Real Life App with PBL in Indonesian senior high schools. Most prior studies explored either PBL alone or general mobile learning tools. Therefore, the present research seeks to fill this gap by analyzing how the combination of Real Life App and PBL influences students' speaking ability at SMAN 1 Barru. It is expected that this integration will provide students with authentic exposure to English through the app and opportunities to practice it in collaborative projects, thereby improving fluency, accuracy, and confidence.

¹³ Nizwardi Jalinus et al., "Developing Blended Learning Model in Vocational Education Based on 21st Century Integrated Learning and Industrial Revolution 4.0," *Turkish Journal of Computer and Mathematics Education* 12, no. 9 (2021): 1276–1291.

B. Some Pertinent Ideas

1. RealLife Application in English Language Learning

a. Description

RealLife is an English learning application designed to connect users from various parts of the world through interactive speaking activities. The application enables users to engage in real-time communication with other learners by providing features that support direct and spontaneous interaction. Through these features, users are encouraged to actively participate in conversations and practice speaking in a dynamic and interactive environment.

One of the distinctive features of this application is its ability to connect users with international speakers, allowing them to interact with people from different countries. This provides learners with opportunities to use English as a means of global communication and to experience cross-cultural interaction. As a result, users are exposed to authentic language use in real communication settings rather than relying solely on classroom-based practice.

In the context of language learning, the availability of authentic communication opportunities is considered essential in supporting students' language development¹⁴. However, many learners face difficulties in finding appropriate partners and environments to practice speaking. In this regard, RealLife can serve as a platform that facilitates direct interaction among users, which may provide opportunities for students to develop their speaking ability

¹⁴ Pritee Jain, "Authentic Materials for Intercultural Communication: Develop Speaking Materials That Encourage Learners to Engage in Authentic Cross-Cultural Communication Effectively in Diverse Global Contexts," *Creative Saplings* 3, no. 4 (2024): 1–14.

through meaningful and authentic communication. To provide a clearer understanding of the RealLife application, the following figure presents some of its main features that support interactive speaking activities.



Picture 2.2. Main View of Real Life Application

b. Key Features

1) Speaking Practice via Video Call:

This feature enables users to engage in real-time video-based interaction with other learners. Through this feature, users are connected with different speaking partners, allowing them to participate in spontaneous communication and practice speaking in an interactive environment.



Picture 2.3. The Process of Finding a Speaking Partner



Picture 2.4. The Example of Speaking Activity in Real Life

2) Global Random Matching System:

This feature enables users to be connected with various speaking partners from different cultural and linguistic backgrounds. It facilitates diverse interaction by providing opportunities for users to engage in communication with international partners.

3) Contextual Practice:

The application facilitates discussions on real-life topics, enabling users to utilize vocabulary and grammatical structures that are relevant to everyday communication contexts.

4) Target Users:

- a) Low Intermediate to advanced English learners aiming to improve their speaking skills.
- b) Teachers or tutors seeking a supplementary tool to involve students in authentic global conversations.

c) Implementation Environment

1. Platform: Available on Android, iOS, and Web.
2. Usage Context: Can be used independently by learners at home or integrated into classroom speaking tasks. It is also suitable for programs such as English Camps or conversation clubs.

c. Strengths and Weaknesses:

1) Strengths:

- a. Offers authentic speaking experiences with diverse non native speakers worldwide.
- b. Broadens cultural understanding and exposure to different English accents.
- c. Flexible and accessible anytime, anywhere.

2) Weaknesses:

- a. Requires a stable internet connection for video calls.
- b. Limited control over conversation partner quality due to the random matching system.

d. Relation to Research Variables

This study examines the impact of RealLife's speaking practice feature and random matching system on improving English speaking skills. The independent variable is the use of the RealLife application, while the dependent variable is the learners' speaking performance.

2. Project-Based Learning

Project-Based Learning (PBL) is a student-centered learning approach that engages learners in exploring meaningful problems or questions through the completion of a project. Joseph states that PBL emphasizes active involvement, where students construct their own knowledge through inquiry-based activities rather than passively receiving information.¹⁵ In addition, Krajcik and Blumenfeld state that PBL involves students in investigating authentic problems and developing solutions through collaborative work and the creation of tangible products.¹⁶ This indicates that learning in PBL is not limited to theoretical understanding but also involves practical application in meaningful contexts.

Furthermore, Thomas defines Project-Based Learning as an instructional approach organized around projects, which are complex tasks based on challenging questions or problems.¹⁷ He explains that these tasks require students to engage in design, problem-solving, decision-making, and investigative activities over an extended period of time. As a result, students are encouraged to take responsibility for their own learning process and to develop higher-order thinking skills through active participation.

One of the key characteristics of PBL is its emphasis on “learning by doing.” Belwal states that students in PBL environments actively apply their knowledge and skills while working on projects that are meaningful and relevant to real-life

¹⁵ Victoria Joseph, Irfan Sheikh, and Salman Rajani, “Inquiry Based Learning Method Of Teaching In Education: A Literature Review.,” *Webology* 19, no. 3 (2022).

¹⁶ Joseph S Krajcik and Charlene M Czerniak, *Teaching Science in Elementary and Middle School: A Project-Based Learning Approach* (Routledge, 2018).

¹⁷ John W Thomas, “A Review of Research on Project-Based Learning” (San Rafael, CA, USA, 2000).

situations.¹⁸ This process typically involves several stages, including planning the project, conducting research, collaborating with peers, and presenting the final product. Through these stages, students are not only engaged cognitively but also socially, as they interact and communicate with others throughout the learning process.

Moreover, Krajcik and Blumenfeld state that Project-Based Learning promotes collaborative learning by requiring students to work in groups and engage in discussion, negotiation, and idea exchange.¹⁹ Such collaboration plays an important role in developing communication skills, as students must articulate their ideas clearly and respond to others' perspectives. This interaction creates a learning environment that supports meaningful communication rather than isolated language practice.

In addition, Project-Based Learning provides opportunities for students to engage in authentic learning experiences. Thomas states that the use of real-world problems in PBL helps students connect their learning with practical situations, making the learning process more meaningful and relevant.²⁰ This relevance can increase students' motivation and participation, as they perceive the learning activities as useful and applicable to their daily lives.

In the context of language learning, Project-Based Learning allows students to use language as a tool for communication rather than merely as a subject to be studied. Through project activities, students may participate in discussions, express their ideas, ask questions, and present their work, which may support the development of their speaking ability. These activities provide opportunities for learners to practice

¹⁸ Rakesh Belwal et al., "Project-Based Learning (PBL): Outcomes of Students' Engagement in an External Consultancy Project in Oman," *Education+ Training* 63, no. 3 (2021): 336–59.

¹⁹ Krajcik and Czerniak, *Teaching Science in Elementary and Middle School: A Project-Based Learning Approach*.

²⁰ Ian Thomas, "Critical Thinking, Transformative Learning, Sustainable Education, and Problem-Based Learning in Universities," *Journal of Transformative Education* 7, no. 3 (2009): 245–64.

language in interactive and meaningful situations. Therefore, Project-Based Learning can be considered as an approach that facilitates active engagement and provides meaningful opportunities for students to develop their speaking ability in authentic learning contexts.

In addition to its general characteristics, Project-Based Learning also consists of several core elements that specifically guide its implementation in the learning process. These elements provide a structured framework that ensures learning activities are meaningful, interactive, and student-centered.

a. Driving Question

Project-Based Learning begins with a central or driving question that serves as the foundation of the entire learning process. Larsen state that an effective driving question is open ended, challenging, and capable of stimulating students' curiosity and critical thinking.²¹ This question guides students in exploring the topic and helps maintain focus throughout the project. By engaging with a meaningful question, students are encouraged to seek information, analyze ideas, and construct their own understanding.

b. Sustained Inquiry

PBL involves a continuous process of inquiry in which students actively explore, investigate, and refine their understanding over time. Krajcik and Blumenfeld explain that sustained inquiry allows learners to engage deeply with the subject matter through questioning, researching, and problem-solving activities.²² This ongoing process differentiates PBL from traditional learning,

²¹ Todd Larsen, "Using Student-Generated Questions to Promote Curiosity and Student Learning," 2020.

²² Joseph Krajcik et al., "Inquiry in Project-Based Science Classrooms: Initial Attempts by Middle School Students," in *Learning through Problem Solving* (Psychology Press, 2014), 313–50.

as students are not expected to find immediate answers but are encouraged to develop knowledge gradually through exploration.

c. Authenticity

Authenticity is a key element in Project-Based Learning, where learning activities are closely related to real-world contexts. Thomas states that authentic tasks make learning more meaningful, as students can connect what they learn with real-life situations.²³ This relevance increases students' engagement and motivation, as they perceive the learning process as useful and applicable beyond the classroom.

d. Student Voice and Choice

Project-Based Learning provides opportunities for students to have control over certain aspects of their learning process. Larmer and Mergendoller emphasize that allowing students to make decisions such as selecting topics, determining strategies, or designing their projects enhances their sense of ownership and responsibility.²⁴ This autonomy encourages active participation and fosters independent learning.

e. Collaboration and Interaction

Collaboration is an essential element of PBL, as students are required to work together in completing their projects. Krajcik and Blumenfeld state that group work enables students to exchange ideas, negotiate meaning, and solve problems collectively.²⁵ Through this interaction, students not only develop

²³ Paresh Tanna, Amit Lathigara, and Nirav Bhatt, "Implementation of Problem Based Learning to Solve Real Life Problems," *Journal of Engineering Education Transformations*, 2022, 103–11.

²⁴ John Larmer, John Mergendoller, and Suzie Boss, *Setting the Standard for Project Based Learning* (Ascd, 2015).

²⁵ Joseph S Krajcik et al., "A Collaborative Model for Helping Middle Grade Science Teachers Learn Project-Based Instruction," *The Elementary School Journal* 94, no. 5 (1994): 483–97.

cognitive skills but also improve their communication and interpersonal abilities.

f. Critique and Revision

Project-Based Learning includes an iterative process where students receive feedback and revise their work accordingly. This element encourages continuous improvement and helps students refine their ideas and products. Through critique and revision, students learn to evaluate their work critically and to respond constructively to feedback.

g. Public Product

A defining feature of PBL is the presentation of a final product to an audience. Thomas explains that presenting work publicly increases students' accountability and motivation, as they are required to demonstrate their understanding in a meaningful way.²⁶ This final product can take various forms, such as presentations, reports, or multimedia outputs, and reflects the learning process students have undergone.

3. Real Life App Integrated with Project-Based Learning

Integrating Real Life App with PBL provides a structured yet interactive learning environment where speaking is practiced in authentic contexts rather than isolated drills. Students are encouraged to use English as a tool for real communication, which strengthens both confidence and proficiency.

a. Plan and Conduct Conversations with International Peers

Students use the app to connect with peers from different cultural and

²⁶ Kenneth W Thomas, *Intrinsic Motivation at Work: What Really Drives Employee Engagement* (Berrett-Koehler Publishers, 2009).

linguistic backgrounds. By planning and holding conversations in English, they practice fluency, vocabulary choice, and interactive skills such as asking questions, clarifying, and responding appropriately. This real-life communication makes speaking more purposeful and engaging.

b. Record and Analyze Their Interactions

Learners can record their conversations and review them afterwards. This reflection process helps them notice areas that need improvement, such as pronunciation, accuracy, or use of grammar structures. Analyzing recordings also allows students to monitor their progress over time and become more aware of their speaking strengths and weaknesses.

c. Produce Reflective Reports and Presentations

At the implementation stage, students are first required to present a selected topic, such as local tourism destinations or cultural traditions, in front of their classmates. This initial presentation serves as a preparation phase in which students organize their ideas, develop content, and practice delivering their message in English within a familiar environment.

Following this stage, students work in groups to communicate the same topic to international users through the RealLife application. In this activity, students are expected to introduce the topic, provide explanations, and ensure that the foreign interlocutors are able to understand the content being discussed. This process requires students to consider how to use appropriate language, provide clear explanations, and adapt their communication to real-time interaction.

The interaction is recorded and becomes a video-based project outcome, reflecting both the process and the result of students' learning. Through this activity, students are not only completing a project but also addressing a communicative problem, namely how to effectively explain a topic to foreign interlocutors in an authentic context.

Through this integration, technology is not merely used as an additional tool, it functions as a medium that facilitates authentic communication. This approach provides opportunities for students to engage in meaningful interaction and to practice speaking in real-life situations.

4. Speaking Ability

Speaking is considered one of the most important skills in English learning because it directly reflects students' ability to communicate. According to Brown, speaking is a productive skill that involves producing oral language spontaneously, meaningfully, and appropriately in the context of real communication.²⁷ Nunan emphasizes that speaking is the most demanding among the four language skills as it integrates linguistic knowledge, psychological readiness, and social interaction.²⁸

a. Aspect of Speaking

Key aspects of speaking ability include:

1) Comprehension

Comprehension is the ability to understand spoken language and respond appropriately. It includes listening skills, interpreting meaning, and recognizing both direct and implied information. Good comprehension

²⁷ Brown and Yule, *Teaching the Spoken Language*.

²⁸ Umar Fauzan, "Improvisations Technique in the Teaching of Speaking," *Media Akademika* 27, no. 2 (2012): 145–165.

allows for smooth interaction, as the speaker can answer questions, follow instructions, and engage in discussions effectively. Without comprehension, communication becomes one-sided and breaks down.

2) Pronunciation

Pronunciation is the ability to produce sounds, stress, intonation, and rhythm clearly and understandably. Good pronunciation does not necessarily mean sounding like a native speaker, but it means being comprehensible to listeners. This includes the correct articulation of vowels and consonants, proper stress on syllables and words, and natural intonation patterns that help convey meaning. Poor pronunciation may cause misunderstandings even if grammar and vocabulary are correct.

3) Vocabulary

Vocabulary refers to the speaker's knowledge and use of words in appropriate contexts. A wide range of vocabulary allows for more precise and expressive communication, while appropriate word choice ensures that words fit the situation (formal vs. informal, academic vs. casual). Strong vocabulary skills also involve knowing collocations (words that naturally go together) and using synonyms or paraphrasing when needed.

4) Grammar

Accuracy focuses on how correctly the speaker uses grammar, sentence structure, and word forms. This includes proper verb tenses, subject verb agreement, prepositions, articles, and other grammatical rules. High accuracy ensures that the listener clearly understands the intended meaning without confusion. While fluency emphasizes flow,

accuracy emphasizes correctness. Both are needed for effective communication.

5) Fluency

Fluency refers to how smoothly a speaker can express ideas without unnecessary pauses, hesitation, or repetition. A fluent speaker can maintain a natural rhythm and pace, making the conversation easy to follow. It is not only about speaking quickly, but also about being able to connect thoughts logically and keep communication flowing. Good fluency often shows that a learner is confident and comfortable with the language.

b. Types of speaking

Brown identifies several types of speaking performance that are commonly practiced in language learning contexts:²⁹

1) Imitative Speaking

This is the most basic type of speaking where learners simply repeat or imitate words, phrases, or sentences. The purpose is not for meaningful communication, but to focus on pronunciation, sounds, intonation, or grammatical forms. For example, students might repeat after the teacher or an audio model. Although limited, imitative speaking is useful as a foundation for more advanced skills.

2) Intensive Speaking

Intensive speaking goes beyond imitation. It involves practicing short stretches of language to demonstrate control of phonological, grammatical, or lexical features. Activities may include reading aloud,

²⁹ Noriko Iwashita et al., “Assessed Levels of Second Language Speaking Proficiency: How Distinct?,” *Applied Linguistics* 29, no. 1 (2008): 24–49.

sentence completion, or drills. For example, students may practice producing correct verb forms or stress patterns.

3) Responsive Speaking

Responsive speaking is characterized by short replies to questions or comments in a meaningful way. It is more interactive than imitation or drills. For example, a teacher asks “How are you today?” and the student responds “I’m fine, thank you.” Responsive speaking develops learners’ ability to engage in simple but real communication.

4) Interactive Speaking

Interactive speaking is more complex, involving two-way exchanges of information. It can be transactional (focused on information exchange) or interpersonal (focused on maintaining relationships). Examples include role-plays, interviews, discussions, or problem-solving tasks. This type requires negotiation of meaning, turn-taking, and managing communication breakdowns.

5) Extensive Speaking

Extensive speaking refers to longer stretches of oral production such as speeches, storytelling, presentations, or oral reports. Unlike imitative or responsive types, extensive speaking requires learners to organize their ideas, use cohesive devices, and maintain audience engagement. It reflects more advanced proficiency and integrates many subskills of speaking.

In the context of Real Life App integrated with Project-Based Learning (PBL), interactive speaking is chosen as the primary focus because students are expected to collaborate, exchange ideas, and solve problems in ways that reflect

authentic communication. Based on the official 2025 English syllabus issued by the Indonesian Ministry of Education (Keputusan Kepala BSKAP No.046/H/KR/2025), the *Listening and Speaking* element emphasizes students' ability to "capture spoken messages, appreciate interlocutors, and interact fluently, spontaneously, orderly, and without obstacles." This description directly aligns with interactive speaking, which prioritizes two-way communication and meaningful social interaction. By centering on interactive speaking, the study ensures that the speaking skills developed through PBL not only simulate real-world communication but also meet the national curriculum's expectation for senior high school learners to effectively convey their ideas, thoughts, and feelings in authentic contexts.

c. Interactive Speaking

Interactive speaking is two-way oral communication in which speakers actively exchange information, negotiate meaning, and adjust their speech to achieve mutual understanding. Brown defines it as "speaking in which participants collaborate, negotiate meaning, and adjust their speech to facilitate communication." Unlike monologic tasks where communication flows in one direction, interactive speaking requires spontaneous responses and real-time adaptation, making it closer to authentic communication outside the classroom. Thornbury also notes that interactive speaking involves turn-taking, topic management, and using conversational repair strategies when breakdowns occur.³⁰ Interactive speaking has an important role in education, especially in developing students' communication abilities. Through interactive speaking activities,

³⁰ Scott Thornbury, "Materials for Developing Speaking Skills," *The Routledge Handbook of Materials Development for Language Teaching*, 2022, 218–232.

students are encouraged to express ideas, respond to others, and participate actively in the learning process. Therefore, there are several uses of interactive speaking in education.

a) Project-based learning in interactive speaking

Interactive speaking refers to spoken communication where learners actively exchange information, negotiate meaning, and respond to one another in real time. Under Project-Based Learning (PBL), interactive speaking becomes central because PBL is inherently collaborative and outcome-focused. In PBL, students are not just memorizing vocabulary or practicing scripted dialogues they are working on meaningful projects that require them to brainstorm ideas, clarify misunderstandings, give and receive feedback, and present their results.

Using interactive speaking in this context allows students to simulate authentic, real-world communication. For instance, during group discussions, learners must listen actively to peers, adapt their responses, and sometimes persuade others to agree with their suggestions. This dynamic interaction mirrors communication skills needed in workplaces or community settings.

Furthermore, interactive speaking differs from other types such as imitative speaking, where learners simply repeat sounds or words without meaningful exchange, or intensive speaking, which focuses on practicing specific forms or structures. Interactive speaking emphasizes negotiation of meaning, turn-taking, and spontaneous responses, which are essential for developing fluency and communicative competence. Incorporating interactive speaking into a PBL-based syllabus ensures that students move beyond isolated drills toward using language as a tool for problem-solving and teamwork. As

Brown notes, interactive speaking provides opportunities for learners to develop communicative strategies and confidence in expressing themselves in unpredictable, real life contexts.³¹

b) Collaborative tasks in interactive

Collaborative tasks in interactive speaking emphasize teamwork and shared responsibility for learning. Activities such as small-group discussions allow learners to practice negotiating meaning, clarifying ideas, and supporting each other's viewpoints. Peer interviews push students to formulate and ask questions spontaneously, which strengthens their listening and speaking skills while also deepening understanding of the topic. Brainstorming sessions give learners opportunities to generate creative solutions together, fostering critical thinking and flexibility in communication.

In the context of Project-Based Learning (PBL), these collaborative tasks are vital because projects often require multiple perspectives and skills to reach a final product. Students are encouraged to share their unique insights, debate options respectfully, and synthesize ideas into a collective decision or presentation. Unlike teacher-centered drills, these tasks mirror real-world communication, where individuals must collaborate, compromise, and contribute equally.

This approach not only develops speaking fluency but also builds interpersonal skills like active listening, empathy, and conflict resolution competencies valued in academic, professional, and social contexts. As Richards highlights, collaborative speaking tasks promote meaningful

³¹ Yen-Chen Yen, Huei-Tse Hou, and Kuo En Chang, "Applying Role-Playing Strategy to Enhance Learners' Writing and Speaking Skills in EFL Courses Using Facebook and Skype as Learning Tools: A Case Study in Taiwan," *Computer Assisted Language Learning* 28, no. 5 (2015): 383–406.

interaction that leads to deeper language acquisition and greater learner autonomy.³²

c) Problem-solving activities

Problem-solving activities in interactive speaking place learners in situations where they must analyze information, make decisions, and communicate their reasoning clearly. Debates encourage students to defend a position using logical arguments while actively listening and responding to counterpoints, which sharpens both critical thinking and persuasive communication. Negotiations require learners to find common ground, compromise, and maintain cooperative relationships even while advocating for their interests skills essential in academic, professional, and everyday settings. Simulations, such as role-playing customer service interactions or business meetings, replicate authentic contexts where learners must apply language strategically, adapt to unexpected turns in conversation, and sustain fluency under pressure.

In a Project-Based Learning (PBL) environment, these activities closely mirror real-world problem-solving tasks, where teams must discuss options, manage conflicts, and reach solutions collaboratively. Unlike controlled drills, they demand flexibility, empathy, and the ability to respond spontaneously, which makes them particularly effective for building communicative competence. Such tasks also cultivate soft skills like leadership, adaptability, and decision-making qualities essential for 21st-century learners.

³² Jack C Richards, "The Changing Face of Language Learning: Learning beyond the Classroom," *Relc Journal* 46, no. 1 (2015): 5–22.

As safitri explains, problem-solving and decision-making activities are central to communicative language teaching because they push students to use language meaningfully and purposefully, rather than simply reproducing memorized forms.³³

d) Project communication

Project communication in interactive speaking emphasizes the authentic use of language to manage tasks and share results within a group. In a Project-Based Learning (PBL) context, students often begin by negotiating roles deciding who will handle research, design, or presentation tasks requiring them to articulate preferences, justify choices, and reach consensus. As the project progresses, they seek clarification to ensure understanding, asking and answering questions to avoid misunderstandings and maintain the quality of their work.

Finally, when presenting findings, students must engage in interactive Q&A sessions where they respond to their peers' or teachers' questions spontaneously. This mirrors real-world professional and community environments, such as workplace meetings or public forums, where ideas must not only be delivered clearly but defended and elaborated upon. Unlike scripted presentations, project communication develops the ability to think on one's feet, adapt messages for different audiences, and maintain fluency under pressure.

By practicing these skills, learners gain confidence in collaborative communication and become better prepared for real-life interactions that

³³ Sasmita Dasa Safitri, "The Effect of Using Problem Based Learning (Pbl) Method Toward Speaking Ability of the Second Year Students At Al-Huda Senior High School Pekanbaru" (Universitas Islam Negeri Sultan Syarif Kasim Riau, 2013).

demand teamwork, problem-solving, and persuasive speaking. As Thomas notes, PBL fosters meaningful communication because students must “engage in complex tasks that mirror the challenges of the real world.”³⁴

d. Function of speaking

Speaking serves multiple communicative purposes that are essential for effective language use. Brown and Yule categorize these functions into transactional, interpersonal, expressive, and performance functions.³⁵ Understanding these categories provides a foundation for integrating speaking tasks into technology-supported and project-based learning environments.

1) Transactional Function

The transactional function of speaking is oriented toward conveying and exchanging information. It focuses on achieving specific objectives such as clarifying meaning, requesting details, or coordinating tasks. In the context of integrating the Real Life App with Project-Based Learning (PBL), this function is reflected when students exchange information related to project requirements, negotiate roles, or clarify steps with peers through real-time video conversations.

2) Interpersonal Function

The interpersonal function emphasizes maintaining and developing social relationships rather than simply transmitting information. Through collaborative projects and global interactions provided by the Real Life App, students engage in small talk, greetings,

³⁴ Thomas, “A Review of Research on Project-Based Learning.”

³⁵ Gillian Brown and George Yule, *Discourse Analysis* (Cambridge university press, 1983).

or sharing personal experiences, which helps build rapport and foster positive group dynamics within their teams.

3) Expressive Function

Expressive speaking enables individuals to communicate feelings, opinions, and attitudes. In a PBL setting enhanced by the Real Life App, this function is evident when learners voice their perspectives on project topics, articulate agreement or disagreement, and express enthusiasm or concern during discussions. Such expressive communication supports authentic engagement and deepens students' emotional connection to their tasks.

4) Performance Function

The performance function involves extended speech designed for an audience, such as presentations, reports, or storytelling. Within this research context, it is manifested when students deliver their completed projects, either in class or through the Real Life App. They must organize ideas logically, apply cohesive devices, and maintain audience engagement, which reflects higher-order speaking proficiency.

Integrating these four functions into the design of speaking tasks ensures that speaking instruction is authentic and multidimensional. The Real Life App provides opportunities for transactional and interpersonal communication through global conversations, while PBL projects culminate in expressive and performance tasks that mirror real-world communication. Together, these approaches enhance students' fluency, accuracy, and overall speaking competence.

e. Some problem to master speaking

Speaking is widely recognized as one of the most challenging skills for English as a Foreign Language (EFL) learners to master. Brown emphasizes that speaking requires the integration of various components include fluency, accuracy, pronunciation, vocabulary, and comprehension which can be difficult to develop simultaneously.³⁶ In the Indonesian context, particularly among students who rarely engage in authentic English communication, several specific problems emerge.

1) limited opportunities for authentic practice hinder learners from developing fluency.

Manel notes that classroom settings often fail to provide real-life interaction, leaving learners unprepared for spontaneous communication.³⁷ This issue is directly relevant to the present study, which employs Real Life App to connect students with global speakers, thereby creating authentic communication opportunities beyond the classroom.

2) psychological barriers

The problem such as shyness, fear of making mistakes, and low self confidence frequently discourage learners from participating in speaking activities. Zhang points out that anxiety and inhibition can significantly reduce oral performance in EFL settings.³⁸ The project-based learning approach in this research is designed to create a supportive environment where students work

³⁶ Adam Brown, *Pronunciation and Phonetics: A Practical Guide for English Language Teachers* (Routledge, 2014).

³⁷ REKIM MANEL, "Exploring The Role Of Classroom Interaction In Improving EFL Learners' Classroom Speaking Skill," n.d.

³⁸ Wenxia Zhang and Meihua Liu, "Evaluating the Impact of Oral Test Anxiety and Speaking Strategy Use on Oral English Performance," *Journal of Asia TEFL* 10, no. 2 (2013).

collaboratively on meaningful tasks, reducing anxiety and encouraging participation.

3) limited vocabulary and grammatical knowledge

This problem often result in hesitation or avoidance of speaking. Thornbury argues that a lack of lexical resources restricts a speaker's ability to express ideas effectively.³⁹ Through the RealLife App, students are exposed to varied vocabulary and natural sentence structures in real-time interactions, addressing this gap.

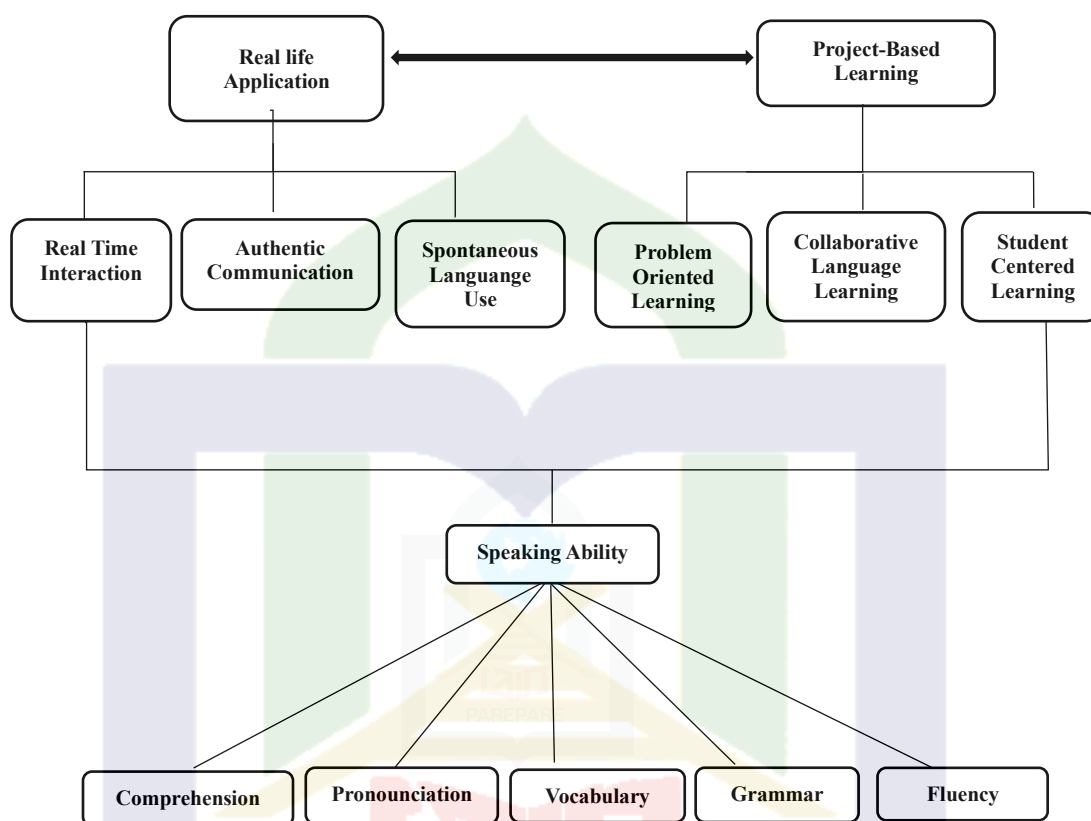
4) pronunciation difficulties

This problem can lead to misunderstandings or reluctance to speak. According to Usman, inadequate pronunciation instruction may cause learners to mispronounce key sounds, affecting their comprehensibility.⁴⁰ The combination of technology based practice and project tasks in this study aims to provide repeated exposure and corrective feedback to improve pronunciation.

³⁹ Scott Thornbury, *About Language: Tasks for Teachers of English* (Cambridge university press, 1997).

⁴⁰ M Usman, "Improving Students'pronunciation Ability Through Communicative Drilling Technique," *Uniqbu Journal Of Social Sciences* 3, No. 2 (2022): 129–138.

C. Conceptual Framework



The conceptual framework of this study illustrates the relationship between real-life app and Project-Based Learning (PBL) in enhancing students' speaking ability.

At the initial stage, real-life application and Project-Based Learning serve as the main foundations of the learning process. Both approaches are designed to create meaningful learning by connecting classroom materials with real-world situations and project-based tasks that students must complete.

The implementation of these two approaches leads to the emergence of three main learning dimensions, namely real-time interaction, authentic communication, and spontaneous language use. These dimensions indicate that learning is not limited to

theoretical understanding, but also involves direct communication that reflects real-life language use.

Furthermore, the process is strengthened by three pedagogical approaches: problem-oriented learning, collaborative language learning, and student-centered learning. Problem-oriented learning encourages students to learn through real problem-solving activities, collaborative language learning emphasizes interaction and teamwork among students, while student-centered learning places students at the center of the learning process.

The combination of these elements ultimately contributes to the improvement of speaking ability. In this study, speaking ability is measured through five indicators: comprehension, vocabulary, pronunciation, fluency, and grammar, which serve as the main criteria for assessing students' speaking performance improvement.

D. Hypothesis

1. Research Hypothesis (H_a)

There is a significant effect of using the Real Life app integrated with Project-Based Learning on students' speaking ability at SMAN 1 Barru

2. Null Hypothesis (H₀)

There is no significant effect of using the Real Life app integrated with Project-Based Learning on students' speaking ability at SMAN 1 Barru

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a pre-experimental research design, specifically the one-group pretest–posttest design, to examine the effect of integrating Project-Based Learning (PBL) with the Real Life App on students’ speaking ability.

The one-group pretest posttest design allowed the researcher to measure students’ speaking performance before and after the instructional intervention within the same group of participants. By comparing the pre-test and post-test results, the researcher could identify whether the instructional treatment led to improvement in students’ speaking ability.

In this design, a single intact class was selected as the research group. Students’ speaking ability was measured through a pre-test (O_1) before the treatment and a post-test (O_2) after the completion of the treatment. The instructional treatment (X) consisted of the implementation of Project-Based Learning integrated with the Real Life App. The research design is illustrated as follows:

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

Group	Pre-test	Treatment	Post-test
The Student	O_1	X (PBL + Real Life App)	O_2

Where:

O_1 = pre-test score of students’ speaking ability

X = instructional treatment

O_2 = post-test score of students’ speaking ability

B. Research Location and Duration

The research was conducted at SMAN 1 Barru, a public senior high school located in Barru Regency, South Sulawesi, Indonesia. The school was selected as the research site because it provides adequate facilities to support technology-integrated learning, including stable internet access, multimedia resources, and classroom environments conducive to the implementation of digital learning media. These facilities were considered essential for supporting the use of the instructional treatment applied in this study.

The study was carried out during the 2025/2026 academic year over a period of approximately two months, starting from January 29 to March 27, 2026. The research process consisted of eight class meetings, including the administration of the pre-test, treatment sessions, and the post-test. The pre-test was conducted to assess students' initial speaking ability before the treatment, while the treatment sessions were designed to implement the selected learning strategy and observe students' progress throughout the study. Finally, the post-test was administered to evaluate the students' improvement in speaking skills after receiving the treatment. The duration of the study was considered sufficient to collect the necessary data and to measure the effectiveness of the intervention.

C. Population and Sample

The population of this study consisted of all eleventh-grade students at SMAN 1 Barru during the 2025/2026 academic year. At this level, students had received sufficient English instruction as part of the school curriculum. However, they still required more opportunities to develop and improve their speaking ability, particularly in terms of fluency, confidence, and effective oral communication. Therefore, the eleventh-grade students were considered appropriate participants for this study.

The sample of this study was selected using a purposive sampling technique, in which one intact class was chosen based on the specific needs and relevance to the objectives of the research. The selected class was XI F1, consisting of 36 students, who participated as the experimental group in this study. This class was chosen because the students demonstrated characteristics relevant to the focus of the research and were considered suitable for the implementation of the instructional treatment. All students in the selected class were involved in the research process, including the administration of the pre-test, treatment sessions, and post-test, in order to measure the effectiveness of the intervention in improving their speaking skills.

D. Operational Definition Variables

This study employed a pre-experimental design, specifically a one-group pre test-post test design. Therefore, the study involved the following variables:

1. Independent Variable

The independent variable in this study was Real life app integrated with Project based learning, which refers to an instructional approach where students engage in project-based speaking activities supported by interactions using the Real Life App as a medium for real-world communication practice.

2. Dependent Variable

The dependent variable is students' speaking ability, which refers to students' oral performance in English. It is measured through several aspects, namely fluency, grammatical accuracy, pronunciation, vocabulary range, and comprehension, assessed through speaking tests administered before and after the treatment.

E. Research Instruments

1. Speaking Test

The speaking test was conducted in the form of a semi-structured interview between the researcher and each student. Students were given one or two speaking prompts and asked to respond orally in English. The prompts were designed to encourage students to produce spontaneous spoken responses and demonstrate their speaking ability. Additional follow-up questions could be asked when necessary to clarify or expand students' responses.

Students' performances will be assessed using a 5 point analytic rubric adapted from Brown (2004), covering comprehension, pronunciation, vocabulary, grammar, and fluency. The rubric ensured consistency and detailed evaluation of speaking skills.

Table 3.2 Speaking Assessment Rubric

Aspect	Score	Explanation
Fluency	5	Fluent like a native speaker
	4	Fluency is not optimal because of language problems
	3	Fluency is disturbed due to language limitations
	2	Often hesitates and stops due to language barriers
	1	Speech is intermittent and conversation does not occur properly
Comprehension	5	Understands all conversations without difficulty
	4	Understands conversations with some repetition
	3	Understands most conversations though repetition is needed
	2	Difficult to follow what is being said
	1	Unable to understand even simple conversations
Grammar	5	No or very few grammatical errors
	4	Sometimes makes grammatical errors without affecting meaning
	3	Often makes grammatical errors affecting meaning
	2	Many grammatical errors hinder meaning
	1	Grammar errors make speech difficult to understand

Aspect	Score	Explanation
Vocabulary	5	Uses vocabulary like a native speaker
	4	Sometimes uses inappropriate vocabulary
	3	Limited vocabulary affects conversation
	2	Incorrect and limited vocabulary makes understanding difficult
	1	Very limited vocabulary prevents conversation
Pronunciation	5	Easy to understand with native-like pronunciation
	4	Easy to understand despite some accent influence
	3	Pronunciation problems sometimes cause misunderstanding
	2	Difficult to understand due to mispronunciation
	1	Serious pronunciation problems make speech unintelligible

Source : Brown (2004)

2. Documentation

Documentation was used to support the research data in the form of photos or records during the teaching and learning process. It provided additional evidence of the implementation of the treatment.

F. Technique of Collecting Data

This study used a pre-experimental research design, specifically the one-group pre-test and post-test design. Therefore, the data were collected from one group of students without a control group.

The primary data were obtained through a speaking test administered before and after the treatment. The speaking test was designed to assess students' speaking performance in terms of fluency, accuracy, vocabulary, pronunciation, and comprehension.

The data collection procedure consists of the following steps:

1. Pre-test

Before the treatment, students had been given a pre-test to measure their initial speaking ability. The pre-test served as baseline data to identify students' speaking proficiency.

2. Treatment

After the pre-test was administered, the researcher conducted a series of treatments through the implementation of Project-Based Learning (PBL) integrated with the Real-Life Application. Throughout the treatment sessions, the students were involved in project-based speaking activities that encouraged them to practice speaking in authentic and meaningful contexts using the application.

The treatment procedures are presented as follows:

a. Introducing the Real-Life Application and Developing Self-Introduction Materials
(First meeting)

The agenda of the first meeting were:

1) Demonstration of the Application's Communication Features

The researcher introduced the real-life application by demonstrating its main features, particularly those used for video communication. Students were guided on how to create profiles, search for conversation partners, initiate video calls, and use other communication features available in the application. During the demonstration, students explored the application and discussed how it could be used to support authentic English communication with users from different countries.

2) Formation of Student Groups

The students were divided into twelve groups consisting of approximately three to four members. The groups were formed to promote collaborative learning and peer support throughout the activities. Each group worked together in preparing self-introductions, discussing language use, and helping one another overcome communication difficulties before and after the video-call sessions.

3) Collaborative Preparation of Self-Introduction Scripts

Before participating in video-call interactions, students collaboratively prepared self-introduction scripts within their groups. The scripts included information such as names, hometowns, educational backgrounds, hobbies, interests, and future aspirations. Group members exchanged ideas, suggested

vocabulary, corrected grammatical errors, and practiced pronunciation together. They also rehearsed their introductions with one another to improve fluency and confidence before communicating with foreign users.

4) Self-Introduction through Video Calls with Foreign Users

After completing the preparation stage, students used the application to participate in video-call conversations with foreign users from different countries. During the conversations, students introduced themselves using the self-introduction scripts they had prepared and attempted to respond to simple questions from their conversation partners. Group members provided encouragement and suggestions before the video calls, helping one another feel more confident when speaking. This activity enabled students to experience authentic English communication in a real-time interaction setting.

5) Group Discussion of Video-Call Experiences

Following the video-call sessions, students discussed their experiences within their groups. They shared information about their conversations, including the questions they received, the responses they provided, and any communication challenges they encountered. Group members exchanged feedback, discussed unfamiliar vocabulary and expressions, and suggested ways to improve future interactions. Through this collaborative discussion, students learned from one another's experiences and communication strategies.

6) Reflection on Self-Introduction Practice through Video Calls

At the end of the meeting, students participated in a reflection session to evaluate their experiences communicating with foreign users through video calls. They discussed their strengths and challenges related to pronunciation,

vocabulary use, fluency, confidence, and comprehension. Students were encouraged to share strategies that helped them communicate effectively and provide constructive feedback to their peers. The researcher concluded the session by summarizing the students' reflections and providing guidance for future speaking activities conducted through the application.

b. Developing a Daily Activities Speaking Task through the Real-Life Application (Second Meeting)

The agenda of the second meeting were:

1) Introduction to Daily Activities Vocabulary and Expressions

The researcher introduced the topic of daily activities by presenting vocabulary and expressions commonly used to describe everyday routines. Students were exposed to various expressions related to daily activities, such as waking up, attending classes, studying, exercising, doing household chores, and spending leisure time. Through guided discussion, students explored how these expressions could be used to describe their daily routines in English.

2) Sharing and Comparing Daily Routines in Groups

The students worked collaboratively within their groups to share information about their daily routines. Group members discussed the activities they typically performed throughout the day and compared similarities and differences among their routines. Through these discussions, students exchanged ideas, expanded their vocabulary, and became more familiar with expressions related to daily activities.

3) Collaborative Preparation of Daily Activities Speaking Outlines

After discussing their routines, students collaboratively prepared speaking outlines describing their daily activities. The outlines included activities performed from morning to evening and were organized in a logical sequence. During the preparation stage, group members supported one another by suggesting vocabulary, correcting grammatical errors, improving sentence structures, and practicing pronunciation. The researcher facilitated the activity by monitoring discussions and providing guidance when necessary.

4) Practice of Daily Activities Descriptions within Groups

Before participating in video-call interactions, students practiced describing their daily routines within their groups. Group members took turns presenting their descriptions while receiving feedback from their peers regarding pronunciation, fluency, vocabulary use, and clarity of expression. This activity helped students gain confidence and refine their speaking performance before engaging in authentic communication.

5) Video-Call Conversations with Foreign Users about Daily Activities

After completing the preparation and practice stages, students used the real-life application to participate in video-call conversations with foreign users from different countries. During the conversations, students described their daily routines and answered questions related to their everyday activities. They also asked questions about the daily routines of their conversation partners to maintain the interaction. Group members provided encouragement and support before the video calls and discussed possible responses to potential questions.

6) Reflection on Communication Experiences and Peer Feedback

At the end of the meeting, students participated in a reflection session to discuss their experiences communicating with foreign users through video calls. They shared challenges encountered during the conversations, including difficulties related to vocabulary, pronunciation, fluency, and comprehension. Students exchanged feedback and suggestions for improvement while reflecting on the communication strategies that helped them maintain conversations successfully. The researcher concluded the session by summarizing the students' reflections and providing guidance for future speaking activities.

c. Developing a Student-Selected Speaking Task through the Real-Life Application (Third Meeting)

The agenda of the third meeting were:

1) Selection of Speaking Topics Based on Students' Interests

At the beginning of the meeting, students were given the opportunity to select speaking topics based on their personal interests. They discussed various topic options within their groups and chose topics that they felt confident and motivated to talk about. The selected topics varied across groups and included subjects related to hobbies, entertainment, education, sports, technology, travel, personal experiences, and future plans.

2) Collaborative Discussion and Idea Organization

After selecting their topics, students worked collaboratively within their groups to discuss and organize their ideas. Group members shared their opinions, personal experiences, and relevant information related to the chosen topics. They

helped one another identify key points to include in their conversations and discussed possible questions that might arise during interactions with foreign users. Through these discussions, students developed a clearer understanding of how to present and expand their ideas in English.

3) Collaborative Preparation of Speaking Materials

Students then prepared speaking materials related to their selected topics. Working together, they organized their ideas into speaking outlines and developed supporting vocabulary, expressions, and examples that could be used during conversations. Group members provided assistance by suggesting appropriate word choices, correcting grammatical errors, improving sentence structures, and practicing pronunciation together. The researcher facilitated the activity by monitoring group discussions and providing guidance when necessary.

4) Practice of Selected Topics within Groups

Before participating in video call interactions, students practiced discussing their selected topics within their groups. Group members took turns presenting their ideas while receiving feedback from their peers regarding pronunciation, fluency, vocabulary use, and clarity of expression. They also practiced responding to follow-up questions and maintaining conversations on their chosen topics. This activity helped students improve their confidence and prepare for authentic communication.

5) Video-Call Conversations with Foreign Users on Student-Selected Topics

After completing the preparation and practice stages, students used the real-life application to participate in video-call conversations with foreign users from different countries. During the interactions, students discussed their selected topics, shared their opinions and experiences, and responded to questions from their

conversation partners. They were also encouraged to ask relevant questions to maintain the flow of conversation and explore different perspectives. The flexibility to discuss personally meaningful topics allowed students to engage more actively and confidently in authentic communication.

6) Reflection on Authentic Communication and Peer Feedback

At the end of the meeting, students participated in a reflection session to discuss their experiences communicating with foreign users about their selected topics. They shared challenges encountered during the conversations, including difficulties related to vocabulary, pronunciation, fluency, and responding spontaneously to questions. Students exchanged feedback and suggestions for improvement while reflecting on strategies that helped them maintain effective communication. The researcher concluded the session by summarizing the students' reflections and providing guidance for future speaking activities through the application.

d. Refining a Student-Selected Speaking Task through the Real-Life Application (Fourth Meeting)

The agenda of the fourth meeting were:

1) Selection of New Speaking Topics Based on Students' Interests

At the beginning of the meeting, students were asked to select new speaking topics that differed from those discussed in the previous meeting. Working within their groups, they explored various topics based on their interests, experiences, and areas of familiarity. The selected topics varied across groups and included themes such as favorite movies and TV shows, social media and technology, sports and fitness, travel experiences, music, university life, food preferences, future careers,

hobbies, cultural differences, and personal experiences. After selecting their topics, students discussed the scope of the discussion, exchanged ideas, and identified key points that would be presented during the communication activities.

2) Collaborative Discussion and Organization of Ideas

After selecting their new topics, students worked collaboratively within their groups to discuss and organize their ideas. Group members shared opinions, experiences, and supporting information related to their chosen topics. They helped one another identify the main points to be discussed and considered possible questions that might arise during conversations with foreign users. Through these discussions, students developed a clearer structure for presenting their ideas and maintaining meaningful conversations.

3) Collaborative Preparation of Speaking Materials

Students then prepared speaking materials related to their selected topics. Working together, they developed speaking outlines, gathered relevant vocabulary and expressions, and organized supporting details to strengthen their discussions. Group members assisted one another by suggesting appropriate vocabulary, correcting grammatical errors, improving sentence structures, and practicing pronunciation. The researcher facilitated the activity by monitoring group discussions and providing guidance when necessary.

4) Practice of New Speaking Topics within Groups

Before participating in video-call interactions, students practiced discussing their selected topics within their groups. They took turns presenting their ideas, explaining their opinions, and responding to questions from their peers. Group members provided feedback on pronunciation, fluency, vocabulary use, and clarity

of expression. Compared to previous meetings, students were encouraged to communicate more spontaneously and rely less on written notes while expressing their ideas.

5) Video-Call Conversations with Foreign Users on New Topics

After completing the preparation and practice stages, students used the real-life application to participate in video-call conversations with foreign users from different countries. During the interactions, students discussed their selected topics, shared opinions and experiences, and responded to questions from their conversation partners. They were also encouraged to ask follow-up questions to maintain the flow of conversation and explore different perspectives. The activity provided students with opportunities to apply their speaking skills in authentic communication situations while discussing topics that were personally meaningful to them.

6) Reflection on Communication Experiences and Preparation for the Cultural Introduction Project

At the end of the meeting, students participated in a reflection session to discuss their communication experiences and evaluate their speaking performance. They shared challenges encountered during the interactions, including difficulties related to vocabulary use, pronunciation, fluency, and responding spontaneously to unfamiliar questions. Students exchanged feedback and suggestions for improvement while identifying communication strategies that helped them maintain effective conversations. In addition, the researcher introduced the upcoming cultural introduction project and encouraged students to begin considering cultural topics that could be presented in the final meeting. The session

concluded with a discussion of strategies for presenting information clearly, engaging an audience, and communicating confidently with foreign users.

e. Conducting Classroom Group Presentations of the Cultural Introduction Project (Fifth Meeting)

The agenda of the fifth meeting were:

1) Collaborative Preparation of the Cultural Introduction Project

At the beginning of the meeting, each group continued preparing its cultural introduction project. Students worked collaboratively to organize information related to various aspects of Indonesian culture that they had selected for presentation. The topics included traditional ceremonies, historical sites, tourist attractions, regional foods, and cultural values from different regions of Indonesia. Group members discussed the content to be presented, identified key points, gathered supporting information, and divided presentation responsibilities among themselves. They also helped one another improve vocabulary, sentence structures, pronunciation, and presentation delivery to ensure that the project could be presented effectively in English.

2) Organization and Rehearsal of Group Presentations

Before presenting in front of the class, students rehearsed their presentations within their groups. Each member practiced presenting their assigned section while receiving feedback from peers regarding pronunciation, fluency, clarity, and presentation delivery. Group members collaborated to improve transitions between speakers and ensure that the presentation followed a logical sequence. Through this rehearsal process, students became more familiar with their presentation content and gained confidence in delivering information in English.

3) Classroom Presentation of the Cultural Introduction Project

After completing the preparation stage, each group presented its cultural introduction project in front of the class. Students explained their selected cultural topics in English and provided information about the characteristics, uniqueness, and significance of the cultural elements they had chosen. Topics presented by the groups included traditional houses, traditional dances, traditional clothing, regional foods, local languages, traditional ceremonies, tourist attractions, historical sites, and cultural values from different regions of Indonesia. Each group member actively participated by presenting a specific section of the project.

4) Question and Answer Sessions and Peer Interaction

Following each presentation, students participated in question-and-answer sessions. Audience members asked questions related to the presented cultural topics, while presenters responded using English. Through this activity, students practiced expressing ideas spontaneously, clarifying information, and maintaining communication in an academic setting. The interaction also encouraged students to engage actively with the cultural topics presented by their peers and broadened their understanding of Indonesian cultural diversity.

5) Peer Feedback and Revision of Presentation Content

After the presentations, students received feedback from their classmates regarding the content, organization, language use, pronunciation, and overall presentation performance. Group members discussed the feedback and identified areas that required improvement. They then revised their presentation materials by clarifying explanations, adding supporting details, improving vocabulary choices, and reorganizing sections that needed further development. This revision process

aimed to strengthen the quality of the project before it was presented to foreign users through the real-life application.

6) Reflection and Preparation for Authentic Cultural Communication

At the end of the meeting, students reflected on their presentation experiences and discussed the challenges they encountered while explaining cultural topics in English. They shared strategies for improving fluency, confidence, pronunciation, and audience engagement during presentations. Students also discussed how they could present cultural information more clearly and effectively to foreign users in the next meeting. The researcher facilitated the discussion, summarized the feedback provided throughout the session, and encouraged students to use the revised presentation materials when conducting authentic cultural communication through the real-life application in the final meeting.

f. Presenting the Project to Foreigners through the Real-Life Application (Sixth Meeting)

The agenda of the sixth meeting were:

1) Establishing Connections with Foreign Users through the Application

At the beginning of the meeting, students used the real-life application to connect with foreign users from different countries. Working within their groups, students searched for available conversation partners and prepared themselves for the final project presentation. Before initiating video-call interactions, group members reviewed their presentation materials and discussed strategies for communicating effectively with foreign users.

2) Final Preparation and Coordination of Group Presentations

Prior to the presentation session, students conducted a final review of their cultural introduction projects within their groups. They confirmed the sequence of speakers, reviewed key information, and practiced important vocabulary and expressions related to their selected cultural topics. Group members provided feedback and encouragement to one another to ensure that all members were prepared to participate actively during the interaction. This activity helped students strengthen their confidence and readiness before presenting to foreign users.

3) Presentation of Cultural Introduction Projects to Foreign Users

After establishing connections with foreign users, each group presented its cultural introduction project through video-call interactions. Students explained the cultural topics that had been selected and developed during the previous meetings. Each group focused on its own selected cultural topic and provided information about its characteristics, significance, and uniqueness. Group members shared presentation responsibilities and contributed actively by explaining different parts of the project in English.

4) Guiding Foreign Users toward the Selected Cultural Topics

After initiating conversations with foreign users, students gradually guided the interactions toward the cultural topics selected by their groups. They began by introducing themselves and engaging in brief introductory conversations before transitioning to the main topic of discussion. Students used questions, explanations, and personal observations to introduce their cultural topics and maintain the flow of communication. They encouraged foreign users to share their opinions, ask questions, and compare the presented cultural aspects with those from their own

countries. Through this process, students practiced managing conversations, introducing topics naturally, and sustaining meaningful interactions in English.

5) Use of Understandable and Spontaneous English during Communication

Throughout the interactions, students were encouraged to prioritize clear and understandable communication while discussing their cultural topics. They applied the vocabulary, expressions, and communication strategies that had been developed throughout the previous meetings. When encountering unfamiliar questions or vocabulary, students attempted to explain their ideas using alternative words, examples, gestures, or descriptions. Group members also supported one another during the communication process by providing assistance when necessary. This activity allowed students to communicate more spontaneously and confidently in authentic situations.

6) Reflection on Authentic Communication Experiences and Project Completion

At the end of the meeting, students participated in a reflection session to discuss their experiences presenting cultural topics to foreign users. They shared challenges encountered during the interactions, including difficulties related to vocabulary use, pronunciation, fluency, and responding to unexpected questions. Students reflected on the progress they had made throughout the project-based learning process and discussed how the experience had improved their confidence and communication skills. They also exchanged feedback regarding the effectiveness of their communication strategies and presentation techniques. The researcher concluded the session by summarizing the students' reflections and emphasizing the importance of authentic communication experiences in developing

English-speaking proficiency. Finally, students submitted recordings of their conversation with foreigner as documentation of their final project performance.

3. Post-test

After the treatment period, a post-test will be administered using the same format as the pre-test. The post-test aims to measure students' speaking improvement after the implementation of the treatment.

4. Scoring Procedure

Students' speaking performances in both the pre-test and post-test were assessed using an analytic scoring rubric covering five criteria which is comprehension, pronunciation, vocabulary, grammar and fluency. To make sure scoring consistency, the same rubric was applied to both tests. The scores obtained was used as the primary data for analysis.

Through this process, the researcher obtained two sets of data, namely pre-test and post-test scores, which analyzed to determine the effectiveness of the treatment.

G. Technique of Data Analysis

The collected data will be analyzed using SPSS version 32.0. The data analysis will be conducted in the following stages:

1. Descriptive Statistics

Descriptive statistics were used to provide a general overview of students' speaking performance before and after the implementation of the treatment. The descriptive statistics employed in this study include the mean score, standard deviation, minimum score, and maximum score.

The students' speaking performance was assessed based on five speaking

aspects, namely comprehension, pronunciation, vocabulary, grammar and Fluency. Each aspect was scored on a scale of 1 to 5. Therefore, the maximum raw score that could be obtained by a student was 25.

To facilitate the interpretation of the results, the raw scores were converted into a scale of 0–100 using the following formula:

$$\text{Converted Score} = \text{Raw Score} \times 4$$

The mean score was calculated to determine the average speaking performance of the students. The formula used to calculate the mean score is as follows:

$$\bar{X} = (\sum X) / N$$

Where:

$\bar{X}$ = Mean score

$\sum X$ = Total score obtained by all students

N = Number of students

The minimum score represents the lowest score obtained by the students, while the maximum score represents the highest score obtained. In addition, the standard deviation was calculated to determine the degree of variability among students' scores. A lower standard deviation indicates that the scores are clustered closely around the mean, whereas a higher standard deviation indicates greater variation in students' performance.

The calculation of descriptive statistics, including the mean score, standard deviation, minimum score, and maximum score, was conducted using the Statistical Package for the Social Sciences (SPSS) version 32.

2. Assumption Test

Before conducting inferential analysis, a normality test was performed to examine whether the data met the assumption of normal distribution. Normality Test (Shapiro-Wilk): This test was used to determine whether the pre-test and post-test scores were normally distributed. Since the sample size in this study was relatively small, the Shapiro- Wilk test was considered appropriate for assessing the normality of the data. The results of this test were used as the basis for selecting the appropriate statistical analysis for hypothesis testing.

3. Inferential Statistics

To examine the effect of the treatment, a paired-samples t-test was employed. This test is used to compare the mean scores of the pre-test and post-test to determine whether there was a statistically significant improvement in students' speaking ability after the treatment.

If the data do not meet the assumption of normality, a Wilcoxon Signed-Rank Test will be used as a non-parametric alternative.

Through these analytical procedures, the researcher will be able to determine the effectiveness Real Life App integrated with project based learning in enhancing students' speaking performance.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Description of research data

This research was conducted in class F1 at SMAN 1 Barru, which consisted of 36 students. The data were collected through speaking tests, namely pre-test and post-test. The pre-test was conducted before the implementation of real-life application integrated with Project-Based Learning, while the post-test was conducted after the treatment.

The students were assessed based on several speaking aspects, including vocabulary, pronunciation, fluency, grammar, and comprehension.

a. Students' speaking ability in pre test

The pre-test was conducted to identify the students' initial speaking ability before the treatment. The results indicate that some students had already acquired basic speaking skills, while others still demonstrated low levels of proficiency.

Table 4.1 Students' speaking ability score in pre-test

No	Code	Com	Pron	Vocab	Gram	Fluen	Total	Score (0–100)	Classification
1	AFR	5	4	4	4	4	21	84	Good
2	AM	3	3	3	2	3	8	56	Fair
3	AZR	3	3	3	3	2	14	56	Fair

No	Code	Com	Pron	Vocab	Gram	Fluen	Total	Score (0–100)	Classification
4	AWA	3	3	3	3	3	15	60	Fair
5	AAN	5	3	3	3	3	17	68	Fair
6	AMD	4	3	3	3	3	16	64	Fair
7	AAP	3	3	2	3	2	13	52	Poor
8	AL	3	3	2	1	2	11	44	Poor
9	ADP	3	3	3	2	2	13	52	Poor
10	AB	3	2	2	2	2	11	44	Poor
11	EFA	3	3	2	3	3	14	56	Fair
12	FFM	4	4	4	3	4	19	76	Good
13	FIN	2	2	2	1	2	9	36	Very poor
14	IK	2	3	1	2	3	11	44	Poor
15	KS	2	2	2	2	1	9	36	Very Poor
16	LEP	3	3	3	3	2	14	56	Fair
17	MK	2	2	2	2	2	10	40	Very Poor
18	MR	3	3	3	3	3	15	60	Fair
19	MZR	4	3	3	3	3	16	64	Fair
20	MAB	3	2	2	2	2	11	44	Poor
21	MR	3	3	3	2	2	13	52	Poor
22	MRA	3	2	2	2	2	11	44	Poor
23	NPA	3	4	2	3	2	14	56	Poor
24	NJU	3	3	2	3	3	14	56	Fair
25	NAM	3	2	2	2	3	12	48	Poor

No	Code	Com	Pron	Vocab	Gram	Fluen	Total	Score (0–100)	Classification
26	NMP	3	3	3	3	2	14	56	Fair
27	NAR	3	2	2	2	2	10	44	Poor
28	NMM	3	3	2	3	3	14	56	Fair
29	NAR	4	4	3	3	3	17	68	Fair
30	NS	2	2	2	2	2	10	40	Very Poor
31	NAS	3	3	3	2	2	13	52	Poor
32	RB	2	2	2	2	2	10	40	Very Poor
33	SA	3	3	2	3	2	13	52	Poor
34	SK	4	3	3	3	3	16	64	Fair
35	WS	4	4	4	3	3	18	72	Good
36	ZMA	3	3	3	3	2	14	56	Fair
TOTAL								1948	

Based on the table above, the students' speaking performance in the pre-test was generally categorized as low. The mean score of the pre-test was 54.11, which falls into the "Poor" classification. This indicates that the students' speaking ability before the treatment was still limited and below the expected standard.

In terms of individual performance, most students were classified into the "fair" and "poor" categories, showing that many students still experienced difficulties in speaking English. Several students demonstrated moderate speaking ability and were able to reach the "fair" category, while only a few students achieved the "good" classification. In addition, some students were still classified as "very poor," which

suggests that they faced considerable challenges in expressing their ideas orally.

These findings indicate that many students still had difficulties in several aspects of speaking, particularly in fluency, grammar, pronunciation, and vocabulary. Although some students showed acceptable performance, their overall speaking ability remained limited, and many were not yet able to communicate their ideas clearly and accurately in English.

Overall, the pre-test results suggest that the students' speaking proficiency before the implementation of the treatment was still relatively low. Therefore, the mean score of 54.11 provides a clear baseline showing that students were still in the lower performance level prior to the treatment. To provide a clearer description of students' speaking performance, the scores were classified into several categories based on their score ranges, as presented in the following table.

Table 4.2 The Classification of the Pre-test

No	Score Range	Classification	Frequency	Percentage (%)
1	86–100	Very Good	0	0%
2	71–85	Good	3	8.33%
3	56–70	Fair	16	44.44%
4	41–55	Poor	11	30.56%
5	0–40	Very Poor	6	16.67%
Total			36	100%

As shown in the table above, the largest proportion of students was classified into the “fair” category, accounting for 44.44% of the total participants. Meanwhile,

30.56% of students were categorized as “poor”, and 16.67% fell into the “very poor” category. In addition, 8.33% of students reached the “good” level, while no students were classified as “very good.”

These findings indicate that although a considerable number of students had achieved a moderate level of speaking ability, a substantial proportion still remained in the lower performance categories. The presence of students in the “poor” and “very poor” classifications suggests that many students continued to experience difficulties in expressing their ideas orally, particularly in terms of fluency, grammar, pronunciation, and vocabulary. Therefore, it can be concluded that the students’ initial speaking ability was still relatively limited and required further improvement through appropriate instructional intervention.

b. Students’ speaking ability in post test

Based on the pre-test findings, which indicate that students’ speaking ability was still relatively low, a treatment was conducted to improve their performance. The treatment was implemented using the selected teaching method over several sessions, focusing on enhancing students’ fluency, grammar, vocabulary, comprehension, and pronunciation.

After the treatment had been completed, a post-test was administered to measure the students’ speaking ability and to identify any improvement compared to the pre-test results. The post-test used the same scoring criteria as the pre-test to ensure consistency and reliability of the data. The results of the post-test are presented in the following table.

Table 4.3 Students' Speaking Ability in Post-Test

No	Code	Com	Pron	Vocab	Gram	Fluen	Total	Score (0–100)	Classification
1	AFR	5	4	4	4	5	22	88	Very Good
2	AM	3	3	3	2	3	14	56	Fair
3	AZR	4	3	3	3	3	16	64	Fair
4	AWA	3	3	3	3	3	15	60	Fair
5	AAN	5	3	3	3	4	18	72	Fair
6	AMD	5	3	2	3	3	16	64	Fair
7	AAP	3	3	3	2	3	14	56	Fair
8	AL	3	2	2	2	2	11	44	Poor
9	ADP	4	3	3	2	3	15	60	Fair
10	DA	4	2	2	2	3	13	52	Poor
11	EFA	4	4	3	3	4	18	72	Fair
12	FFM	4	4	4	3	3	18	72	Good
13	FIN	2	2	2	1	2	9	36	Very poor
14	IK	3	2	2	2	3	12	48	Poor
15	KS	2	2	2	2	1	9	36	Very Poor
16	LEP	4	3	3	3	3	16	64	Fair
17	MK	2	2	2	2	2	10	40	Very Poor
18	MRA	4	3	2	3	3	15	60	Fair
19	MZR	5	3	3	3	3	17	68	Fair
20	MAB	4	2	2	2	3	13	52	Poor

No	Code	Com	Pron	Vocab	Gram	Fluen	Total	Score (0–100)	Classification
21	MR	4	3	3	2	3	15	60	Fair
22	MRA	3	2	2	2	2	11	44	Poor
23	NPA	4	3	2	3	3	15	60	Fair
24	NJU	5	3	3	3	3	17	68	Fair
25	NAM	4	2	2	2	3	13	52	Poor
26	NMP	4	3	3	3	3	16	64	Fair
27	NAR	2	2	2	2	2	10	40	Very Poor
28	NMM	4	3	2	3	3	15	60	Fair
29	NAR	5	4	3	3	3	18	72	Good
30	NS	2	2	2	2	2	10	40	Very Poor
31	NAS	4	3	3	2	3	15	60	Fair
32	RB	2	2	2	2	2	10	40	Very Poor
33	SA	4	3	2	3	3	15	60	Fair
34	SK	5	3	3	3	3	17	68	Fair
35	WS	4	4	4	4	4	20	80	Good
36	ZMA	4	3	3	3	3	16	64	Fair
TOTAL								2095	

Based on the table above, the students' speaking performance in the post-test showed improvement after the implementation of the treatment. The mean score of the post-test was 58.22, which falls into the "Fair" classification. This indicates that the

students' speaking ability improved compared to the pre-test, although the overall performance was still at a moderate level.

In terms of individual performance, most students were classified into the “fair” category, showing that more students were able to develop their speaking ability after the treatment. Several students achieved the “good” classification, indicating better speaking performance in terms of fluency, grammar, pronunciation, and vocabulary. In addition, only a small number of students remained in the “poor” and “very poor” categories, suggesting that some students still faced difficulties in speaking English.

These findings indicate that although improvement occurred, some students still experienced challenges in expressing their ideas orally. However, the decrease in the number of students in the lower categories and the increase in the “fair” and “good” categories show a positive development in students' speaking performance.

Overall, the post-test results suggest that the implementation of the treatment contributed to the improvement of students' speaking ability. The mean score of 58.22 further confirms that students' performance increased after the treatment, even though it was still categorized as moderate.

Table 4.4 The Classification of Post-test

No	Score Range	Classification	Frequency	Percentage (%)
1	86 – 100	Very Good	1	2.78%
2	71 – 85	Good	5	13.89%
3	56 – 70	Fair	19	52.78%
4	41 – 55	Poor	4	13.89%
5	0 – 40	Very Poor	7	16.67%
Total			36	100%

Based on the table above, the distribution of students' speaking ability in the post-test shows that the majority of students were classified into the "Fair" category, accounting for 52.78% of the total participants. This indicates that most students were able to communicate their ideas with moderate fluency and adequate comprehension after the treatment.

In addition, a number of students achieved higher performance levels, with 13.89% categorized as "Good" and 2.78% as "Very Good." This suggests that some students experienced notable improvement in their speaking ability and were able to demonstrate better speaking performance after the implementation of the treatment.

On the other hand, 16.67% of the students were still classified as "Very Poor," while 13.89% were in the "Poor" category. This indicates that although there was overall improvement, some students still faced difficulties in developing their speaking skills, particularly in aspects such as fluency, grammar, pronunciation, and vocabulary.

Overall, the distribution of classifications demonstrates that most students reached a moderate level of speaking ability, with a noticeable shift from lower performance categories to higher categories after the implementation of the RealLife application integrated with Project-Based Learning.

2. Comparison of Students' Speaking Ability Before and After the Treatment

a. Comparison of Pre-Test and Post-Test

To provide a clearer comparison of students' speaking performance before and after the treatment, the mean scores of the pre-test and post-test are presented in the table below

Table 4.5 Comparison of Mean Scores

Test	Total Score	Mean Score
Pre-Test	1948	54.11
Post-Test	2095	58.22

Based on Table above it can be seen that there was an improvement in students' speaking ability after the implementation of the treatment. The mean score increased from 54.11 in the pre-test, which was classified as "Poor," to 58.22 in the post-test, which falls into the "Fair" category. This increase indicates that students' overall speaking performance improved after the treatment.

In addition to the increase in mean scores, the distribution of students' performance also showed a positive shift. In the pre-test, a large number of students were categorized as "Poor" and "Very Poor." However, in the post-test, most students moved into the "Fair" category, which became the dominant classification. Moreover, there was a slight increase in the number of students categorized as "Good," indicating further improvement among some students.

On the other hand, the number of students in the “Poor” category decreased significantly, showing that many students were able to improve their speaking ability to a higher level. Although some students remained in the “Very Poor” category, the percentage slightly decreased, indicating that not all students experienced the same level of improvement.

Furthermore, the improvement was mainly observed in the fluency aspect, where students demonstrated more confidence and smoother speech compared to their performance in the pre-test. Meanwhile, pronunciation showed slight improvement, although some students still faced difficulties in producing accurate sounds.

Overall, the comparison between pre-test and post-test results indicates that students’ speaking ability improved after the implementation of the RealLife application integrated with Project-Based Learning. However, the level of improvement varied among students.

b. Normality Test

After presenting the descriptive statistics of the pre-test and post-test, the next step is to analyze whether the data are normally distributed. Therefore, a normality test is conducted as a prerequisite for determining the appropriate statistical test.

Table 4.6 Test of Normality Between Pre-Test and Post-Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	,155	36	,028	,956	36	,167
PostTest	,167	36	,012	,958	36	,181
a. Lilliefors Significance Correction						

Based on the normality test results presented in the table above, it can be seen that the data distribution of both the pre-test and post-test was tested using the Kolmogorov-Smirnov and Shapiro-Wilk tests.

The normality of the data was examined using both Kolmogorov Smirnov and Shapiro-Wilk tests. However, since the sample size was 36, the Shapiro Wilk test was used as the main reference for interpretation. The results show that the significance value of the PreTest is 0.167, while the PostTest is 0.181. Both values are higher than 0.05, indicating that the data are normally distributed.

Although the Kolmogorov–Smirnov test shows significance values below 0.05 for both PreTest (0.028) and PostTest (0.012), the Shapiro Wilk test is considered more appropriate for small to medium sample sizes. Therefore, based on the Shapiro Wilk results, it can be concluded that the data meet the assumption of normality and are suitable for further parametric analysis, such as the paired sample t-test.

c. Paired Sample Statistic

Table 4.7 Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	54,1111	36	11,21167	1,86861
	PostTest	58,2222	36	12,59277	2,09879

Table 4.7 presents the descriptive statistics of students' speaking scores in the pre-test and post-test. The mean score of the pre-test was 54.11 (SD = 11.21), while the mean score of the post-test increased to 58.22 (SD = 12.59). Both tests involved 36 students. The increase in the mean score indicates that students showed improvement

in their speaking performance after receiving the treatment. Additionally, the standard deviation in both tests suggests some variation in students' speaking abilities, although the overall performance tended to improve in the post-test.

After analyzing the descriptive statistics, the researcher then examined the correlation between the pre-test and post-test scores. This analysis aims to identify the relationship between students' performance in both tests, as presented in the table below:

Table 4.8 Paired Sample Explanation

Paired Samples Correlations					
		N	Correlation	Significance	
				One-Sided p	
Pair 1	PreTest & PostTest	36	,937	<,001	<,001

Table 4.8 shows the correlation between the pre-test and post-test scores. The correlation coefficient was 0.937, indicating a very strong positive relationship between students' scores before and after the treatment. This means that students who performed well in the pre-test also tended to perform well in the post-test. The significance value ($p < .001$) indicates that the correlation is statistically significant, suggesting consistency in students' performance across both measurements.

After analyzing the relationship between the pre-test and post-test scores, the researcher then conducted a paired samples t-test to examine whether there was a significant difference between the two sets of scores. The result is shown in the table below:

Table 4.9 Paired Sample T-test

Comparison	Mean Difference	95% CI	t(df)	p
Pre-test – Post-test	-4.11	[-5.61, -2.61]	-5.57 (35)	< .001

Table 4.9 presents the results of the paired samples t-test used to determine whether there was a significant difference between students' pre-test and post-test scores. The mean difference between the two tests was -4.11, indicating that the post-test scores were higher than the pre-test scores. The 95% confidence interval ranged from -5.61 to -2.61, which does not include zero, suggesting a reliable difference between the two measurements. The t-test result showed $t(35) = -5.57$, $p < .001$, meaning that the difference was statistically significant. Therefore, the null hypothesis was rejected, and it can be concluded that the treatment had a significant positive effect on students' speaking performance.

B. Discussion

1. Overall Improvement of Students' Speaking Performance

The findings of this study showed that students' speaking performance improved after the implementation of the treatment. The improvement suggests that the treatment contributed positively to the development of students' speaking performance. This finding is in line with Brown (2004), who argues that continuous practice and assessment activities can contribute to the development of learners' speaking ability.⁴¹

Students generally demonstrated better speaking performance, as shown by their increased readiness to respond and greater ability to convey their thoughts more effectively. This result supports Richards' (2008) view that regular speaking practice helps learners develop oral communication skills and confidence.⁴²

Their collaboration in preparing and practicing speaking tasks through Project-Based Learning also appeared to help them organize their ideas more clearly and communicate more effectively. This finding is consistent with Thomas (2000), who states that Project-Based Learning promotes active engagement and meaningful learning experiences.⁴³

Based on the paired samples statistics, the mean score of the students increased from 54.11 in the pre-test to 58.22 in the post-test, resulting in a mean gain of 4.11 points. This increase indicates that the students performed better in the speaking test after participating in the learning activities provided during the treatment sessions. The improvement suggests that the treatment contributed positively to the development of students' speaking performance.

⁴¹ Sally Brown, "Learning, Teaching and Assessment in Higher Education," 2020.

⁴² Richards, "The Changing Face of Language Learning: Learning beyond the Classroom."

⁴³ Thomas, "A Review of Research on Project-Based Learning."

The increase in students' scores reflects meaningful progress in their ability to communicate orally in English. Before the treatment, many students appeared to have difficulties in expressing their ideas clearly and responding spontaneously during speaking tasks. Some students seemed hesitant and needed more time to arrange their responses. However, after the treatment, students generally demonstrated better speaking performance, as shown by their increased readiness to respond, improved participation during speaking tasks, and greater ability to convey their thoughts more effectively.

During the early stages of the treatment, particularly in the second and third meetings, many students still showed hesitation when speaking through the real-life application. They often paused frequently, used limited vocabulary, and relied heavily on prepared responses. At this stage, students were still adapting to both the speaking tasks and the use of the application for authentic communication.

Signs of improvement began to emerge during the fourth and fifth meetings, when students became more familiar with the application and more confident in interacting through it. During these sessions, students participated more actively in group discussions, responded more quickly, and showed greater willingness to speak spontaneously. Their collaboration in preparing and practicing speaking tasks through Project-Based Learning also appeared to help them organize their ideas more clearly and communicate more effectively.

More noticeable progress was observed during the classroom presentation of the cultural introduction project. At this stage, many students were able to explain their topics more fluently and with greater confidence compared to the earlier meetings. The

presentation activity seemed to strengthen their understanding of the topic and helped them refine their speaking before the final authentic communication task.

The highest level of improvement was observed during the final meeting, when students presented their projects to foreign users through the real-life application. Although some students still experienced minor difficulties, many were able to communicate more spontaneously, adapt their language to make it more understandable, and respond more naturally during real-time interaction. This suggests that repeated speaking practice, collaborative project development, and authentic communication opportunities contributed to the gradual improvement of their speaking performance.

This finding supports the main objective of the study, which was to examine whether the treatment could improve students' speaking performance. The difference between the pre-test and post-test results, combined with the students' observable progress during the treatment sessions, indicates that they benefited from the learning experience provided during the research. Therefore, it can be understood that consistent speaking practice, active engagement in Project-Based Learning, and authentic communication through the real-life application may help students gradually improve their oral communication skills.

2. Improvement of Each Speaking Aspect

In addition to the overall improvement in students' speaking performance, changes were also observed across individual speaking aspects, namely comprehension, pronunciation, vocabulary, grammar, and fluency. Based on the comparison between the pre-test and post-test scores, students demonstrated varying levels of development in each aspect. While comprehension showed the highest mean

score among all assessed aspects, fluency appeared to be the most noticeable aspect of improvement in students' actual speaking performance.

a. Improvement in Comprehension

The findings showed that students' comprehension improved after the implementation of the treatment. This improvement indicates that students became better at understanding questions, instructions, and conversational responses during speaking activities. Before the treatment, many students appeared to have difficulty understanding spoken English immediately, especially when they were asked unexpected questions or required to respond spontaneously. Some students needed repeated explanations or relied on their peers before giving responses.

During the early stages of the treatment, particularly in the second and third meetings, students often showed signs of limited comprehension when interacting through the real-life application. They sometimes hesitated because they needed more time to understand what was being asked, and several students appeared unsure when responding during speaking tasks. At this stage, students were still adapting to listening and responding in English through authentic communication.

Signs of improvement in comprehension began to appear during the fourth and fifth meetings, when students became more familiar with repeated speaking practice and collaborative discussions within their groups. Through regular interaction using the real-life application, students gradually became more accustomed to understanding spoken English in context. They showed

greater readiness in responding to questions, needed less repetition, and were better able to follow ongoing conversations during speaking practice.

More noticeable improvement was observed during the classroom presentation stage, where students demonstrated a better ability to understand questions from their classmates and respond more appropriately during question-and-answer sessions. Their comprehension appeared stronger because they could process spoken input more quickly and provide relevant responses with less hesitation.

The highest level of improvement in comprehension was observed during the final meeting, when students communicated directly with foreign users through the real-life application. During this authentic communication activity, many students were able to understand their interlocutors more effectively, adjust to different speaking styles, and respond more naturally in real time. This suggests that repeated exposure to authentic spoken interaction, combined with collaborative speaking practice through Project-Based Learning, contributed positively to the development of students' comprehension.

Overall, the improvement in students' comprehension indicates that consistent engagement in authentic communication activities helped students become more capable of understanding spoken English and participating more actively in oral interaction.

b. Improvement in Pronunciation

In contrast to the other speaking aspects, pronunciation showed limited development, with the mean score changing only slightly from 2.81 in the pre-test to 2.86 in the post-test. Although there was a small increase, the

improvement was not substantial compared to other aspects of speaking performance. This suggests that students' pronunciation ability remained relatively stable during the treatment period.

During the early stages of the treatment, many students still demonstrated difficulties in pronouncing certain English words clearly and accurately. Some students showed hesitation when speaking and occasionally mispronounced familiar vocabulary. These challenges were still observable throughout several treatment sessions, particularly among students categorized in the *very poor* and *poor* pronunciation levels, where slight declines in pronunciation accuracy were also noted in some cases.

Unlike other speaking aspects such as fluency and comprehension, noticeable improvement in pronunciation was less evident during the treatment process. Although students became more confident in expressing their ideas and engaging in authentic communication, their focus appeared to be directed more toward maintaining interaction and conveying meaning rather than producing accurate pronunciation.

One possible explanation is that the authentic communication conducted through the real-life application often involved interaction with non-native English speakers. As a result, communication tended to prioritize mutual understanding and successful message delivery rather than precise pronunciation accuracy. In addition, pronunciation development generally requires more focused and explicit practice, such as repeated modeling, corrective feedback, and targeted pronunciation exercises, which were not the main emphasis of the treatment.

Despite the limited improvement in this aspect, students still demonstrated greater willingness to speak and communicate spontaneously during the final presentation stage. This suggests that while the treatment was effective in improving communicative aspects of speaking, pronunciation may require additional instructional support and more intensive practice over a longer period to achieve more significant development.

c. Improvement in Vocabulary

Students also demonstrated slight improvement in vocabulary, with the mean score increasing from 2.56 in the pre-test to 2.61 in the post-test. Although the improvement was modest, it suggests gradual progress in students' ability to use appropriate vocabulary during speaking tasks.

Before the treatment, many students relied on limited and repetitive vocabulary, which sometimes restricted their ability to express ideas clearly. Some students frequently paused while searching for words, used very basic expressions repeatedly, or occasionally mixed English with their first language when they were unable to find suitable vocabulary. These difficulties often affected the flow of their communication during speaking activities.

During the early stages of the treatment, particularly in the second and third meetings, students still showed limited vocabulary use while practicing through the real-life application. Most students tended to depend on familiar words and simple sentence patterns when introducing themselves and discussing daily activities. However, repeated exposure to different speaking topics and continuous group discussions gradually encouraged them to use a wider range of vocabulary.

Signs of vocabulary improvement began to appear during the fourth and fifth meetings, especially when students worked collaboratively to develop speaking materials and discuss selected topics in groups. Through Project-Based Learning activities, students had opportunities to explore new words, share vocabulary with peers, and apply newly learned expressions during speaking practice. Their interactions through the real-life application also exposed them to unfamiliar words and expressions used by others, which contributed to their vocabulary development.

More noticeable improvement was observed during the classroom presentation and the final authentic communication task with foreign users. At these stages, some students appeared more capable of selecting vocabulary that better matched the speaking context and were able to explain their ideas with greater flexibility. Although their vocabulary use was still relatively simple, they demonstrated increased confidence in choosing appropriate words to maintain communication.

Despite the limited increase in the overall mean score, the findings suggest that consistent speaking practice, collaborative project development, and authentic communication through the real-life application contributed positively to students' vocabulary growth. However, vocabulary development often requires broader language exposure and longer periods of practice, which may explain why the improvement was present but not substantial.

d. Improvement in Grammar

A small improvement was also observed in grammar, with the mean score increasing from 2.53 in the pre-test to 2.56 in the post-test. This indicates gradual

progress in students' ability to construct grammatically understandable sentences, although the improvement was relatively limited compared to other speaking aspects.

During the pre-test, many students produced incomplete sentences or made errors in basic grammatical structures, such as incorrect verb forms, missing auxiliary verbs, and inappropriate word order. Some students tended to translate directly from their first language into English, which often resulted in grammatically inaccurate expressions. These difficulties sometimes affected the clarity of their spoken communication.

During the early stages of the treatment, particularly in the second and third meetings, grammatical inaccuracies were still frequently observed when students practiced speaking through the real-life application. Most students focused primarily on expressing their ideas and maintaining communication rather than producing grammatically correct sentences. As a result, errors in sentence structure and tense usage remained common during initial speaking tasks.

Signs of grammatical improvement began to appear during the fourth and fifth meetings, when students engaged more actively in collaborative speaking preparation and group discussions. Through Project-Based Learning activities, students had opportunities to organize their ideas more carefully and prepare speaking materials before practicing them through the application. This process appeared to help some students become more aware of basic grammatical patterns and improve the organization of their sentences.

More noticeable progress was observed during the classroom presentation and the final authentic communication task. At these stages, some students demonstrated better sentence organization and greater consistency in using simple grammatical structures. Although grammatical inaccuracies were still present, many students were able to produce more understandable and complete sentences while communicating their ideas.

Despite the limited improvement in the overall mean score, the findings suggest that repeated speaking practice, collaborative project development, and authentic communication through the real-life application contributed positively to students' grammatical development. However, grammar improvement often requires more explicit instruction and sustained practice over a longer period, which may explain why the progress observed in this study was gradual rather than substantial.

e. Improvement in Fluency

Fluency also demonstrated meaningful improvement after the treatment. The mean score increased from 2.47 in the pre-test to 2.89 in the post-test, indicating that students became more fluent in delivering their responses.

During the pre-test, many students spoke with frequent hesitation, long pauses, and difficulty maintaining the flow of conversation. Some students needed considerable time to formulate their responses, which affected the smoothness of their speech. However, during the post-test, students generally appeared more confident and were able to respond with fewer pauses and greater continuity during speaking tasks.

This improvement may be related to students' better comprehension, which enabled them to process questions more quickly and respond with greater ease. This suggests that repeated speaking practice not only strengthened students' confidence but also helped them use English more spontaneously during communication.

Overall, the improvement across these speaking aspects suggests that the treatment supported students' speaking development in multiple ways. Although the degree of progress varied among students, the observed development in fluency, vocabulary, grammar, pronunciation, and comprehension indicates that the learning activities helped students strengthen both their confidence and their communicative ability in English.

3. Reason for The Improvement

The improvements in students' speaking performance may have been influenced by several factors related to the learning process and the characteristics of each speaking aspect. Overall, the treatment provided students with repeated opportunities to actively use English through collaborative speaking tasks and authentic communication using the real-life application. These experiences appeared to help students become more familiar with speaking English and more confident in expressing their ideas.

One important factor was the use of repeated speaking practice throughout the treatment sessions. As students engaged in continuous speaking activities, they gradually became more accustomed to understanding questions, organizing their responses, and communicating their ideas more spontaneously. This may explain why comprehension and fluency showed the most noticeable improvement, as both aspects

are closely related to regular exposure and active use of language in meaningful interaction.

Another contributing factor was the implementation of Project-Based Learning, which encouraged students to work collaboratively in developing and presenting speaking tasks. Through group discussions, topic preparation, and classroom presentations, students had opportunities to organize their ideas, share vocabulary, and refine their spoken communication. These activities appeared to support gradual development in vocabulary and grammar, although improvement in these aspects remained limited due to the challenges of applying linguistic knowledge accurately during spontaneous speech.

The use of authentic communication through the real-life application also played an important role in improving students' confidence and communicative ability. Interacting with real conversation partners encouraged students to focus on meaning and successful communication rather than perfection. This helped students become more willing to speak and respond naturally, particularly in terms of fluency and comprehension.

However, not all speaking aspects developed at the same pace. Pronunciation showed the least improvement, which may be due to the nature of pronunciation development itself, as it often requires focused correction, repeated modeling, and longer-term practice. In addition, because many students interacted with non-native English speakers during the authentic communication activities, communication tended to prioritize mutual understanding rather than precise pronunciation accuracy.

These differences suggest that each speaking aspect responds differently to instructional activities. Interactive speaking practice and authentic communication may

more directly support the development of fluency and comprehension, while pronunciation, grammar, and vocabulary may require additional explicit instruction and more sustained practice. Therefore, the treatment appears to have been effective in improving students' overall speaking performance, although certain aspects may need further support to achieve more substantial progress.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and data analysis, it can be concluded that the use of real-life based learning activities had a significant effect on students' speaking skills at SMAN 1 Barru. This can be seen from the improvement in students' mean scores, which increased from 54.11 in the pre-test to 58.22 in the post-test. The result indicates that students showed better speaking performance after receiving the treatment.

Furthermore, the statistical analysis showed that the significance value (Sig. 2-tailed) was 0.000, which was lower than the significance level of 0.05. This means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Therefore, it can be concluded that the implementation of Real-life app integrated with project based learning activities was effective in improving students' speaking skills.

In addition to the improvement in scores, students also demonstrated greater confidence, participation, and willingness to communicate in English during the learning process. Thus, real-life based learning can be considered an effective approach to support the development of students' speaking ability in the classroom.

This finding is also in line with the Islamic perspective on communication as stated in the Holy Qur'an, Surah Ar-Rahman verse 4:

عَلَّمَهُ الْبَيَانَ

"He taught him eloquent speech (communication)." (Q.S. Ar-Rahman: 4)

This verse indicates that the ability to communicate is a gift from Allah that should be developed and utilized effectively. Therefore, improving students' speaking

ability through appropriate learning strategies is not only beneficial for academic achievement but also supports the development of effective communication skills in daily life.

B. Suggestion

Based on the findings of the study, several suggestions are proposed:

1. For Teachers

Teachers are encouraged to utilize this application as a collaborative learning platform in speaking classes. Through real-time communication features, students can engage in meaningful interactions, exchange ideas, and provide peer feedback. The opportunity to correct and learn from one another may contribute to the improvement of students' speaking skills, particularly in terms of fluency, pronunciation, and confidence.

2. For Students

Students are encouraged to practice speaking more frequently, especially in real communication situations, in order to improve their fluency and confidence.

3. For Future Researchers

Future researchers are suggested to explore other techniques or combine different methods to further improve students' speaking ability, especially in grammar and pronunciation aspects.

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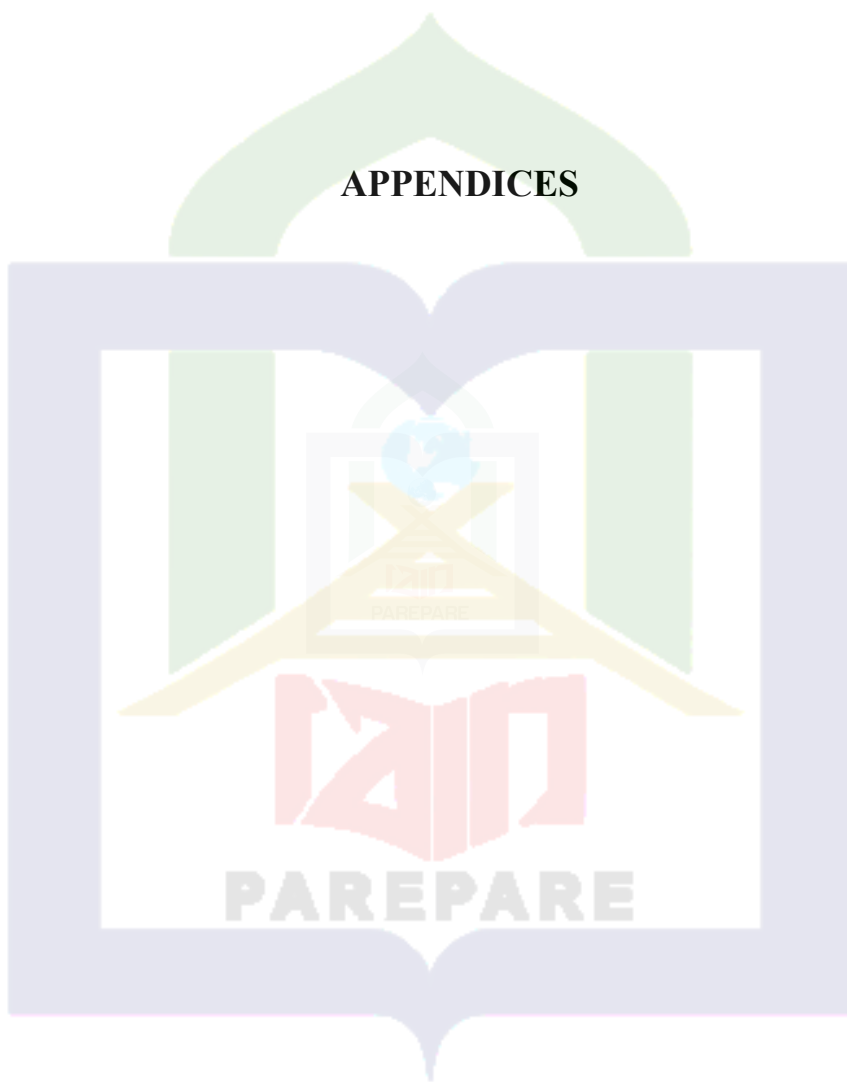
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APPENDICES



Appendix 1 : Virtue of Consultant Degree


 DEKAN FAKULTAS TARBIYAH
 NOMOR : B.1997/In.39/FTAR.01/PP.00.3/06/2025
 TENTANG
 PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA
 DENGAN RAHMAT TUHAN YANG MAHA ESA
 DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE

Menimbang : a. Bahwa untuk menjamin kualitas skripsi/tugas akhir mahasiswa FAKULTAS TARBIYAH IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi/tugas akhir mahasiswa tahun 2025.
 b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi/tugas akhir mahasiswa.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 2. Undang-Undang Nomor 14 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 Nomor: SP-DIPA-025.04.2.307381/2024, tanggal 30 November 2024 tentang DIPA IAIN Parepare Tahun Anggaran 2025.
 b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 74 TAHUN 2025 Tahun 2025, tanggal 20 Januari 2025 tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah.

MEMUTUSKAN

Menetapkan : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2025.
 b. Menunjuk saudara: **Hj. NURHAMDAH, S.Ag, M.Pd.** sebagai pembimbing skripsi/tugas akhir bagi mahasiswa:
 Nama Mahasiswa : ANDI ADRYAN
 NIM : 222020388203045
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : THE INFLUENCE OF REAL LIFE APP INTEGRATED WITH PROJECT BASED LEARNING IN STUDENTS' SPEAKING ABILITY AT SMAN 1 BARRU

c. Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan synopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi/tugas akhir;
 d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
 e. Surat keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan Parepare
 Pada tanggal 16 Juni 2025
 Dekan,

 Dr. Zulfah, S.Pd., M.Pd.
 NP. 198304202008012010.

PAREPARE

Appendix 2 : Research Permit Recommendation

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-244/In.39/FTAR.01/PP.00.9/01/2026 26 Januari 2026
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI BARRU
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. BARRU

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: ANDI ADRYAN
Tempat/Tgl. Lahir	: BAERA, 17 Agustus 2004
NIM	: 2220203888203045
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VII (Tujuh)
Alamat	: DUSUN BAERA DESA KAMIRI RT 01

Bermaksud akan mengadakan penelitian di wilayah BUPATI BARRU dalam rangka penyusunan Skripsi yang berjudul :

THE INFLUENCE OF REAL LIFE APP INTEGRATED WITH PROJECT BASED LEARNING IN ENHANCING STUDENTS' SPEAKING SKILL AT SMAN 1 BARRU

Pelaksanaan penelitian ini direncanakan pada tanggal 26 Januari 2026 sampai dengan tanggal 16 Pebruari 2026.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

Appendix 3 : Letter of Research Completion

 **PEMERINTAH PROVINSI SULAWESI SELATAN**
DINAS PENDIDIKAN
UPT SMA NEGERI 1 BARRU
Alamat : Jalan Jenderal Sudirman No. 32 Kode POS 90711 Kab. Barru
Laman : smabar64@gmail.com

SURAT KETERANGAN PENELITIAN
421.3/98/UPT.SMAN.1/BR/DISDIK

Berdasarkan Surat Kept. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor. 060/IP/DPMPTSP/2026 Tanggal 27 Januari 2026 hal. Izin Penelitian.

Maka kepada yang tersebut namanya di bawah ini:

Nama : ANDI ADRYAN
Nomor Pokok : 222020388203045
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan / Lembaga : MAHASISWA S1
Alamat : Baera RT 01 Kamiri Kec. Balusu Kab. Barru

Benar telah melakukan penelitian pada SMAN 1 Barru pada tanggal 29 Januari s.d 27 Maret 2026 dalam rangka penyusunan SKRIPSI dengan judul:

"THE INFLUENCE OF REAL LIFE APP INTEGRATED WITH PROJECT BASED LEARNING IN ENHANCING STUDENTS' SPEAKING SKILL AT SMAN 1 BARRU"

Demikian Surat Keterangan Penelitian ini dibuat untuk digunakan sebagaimana mestinya.

Barru, 21 April 2026
Kepala UPT SMAN 1 Barru

 **Pemerintah Provinsi Sulawesi Selatan**
Dikembangkan dan diterbitkan secara digital

ROSMAN, S.Pd., MM
Pembina Tingkat 1
NIP. 19711102 199512 1 001

 Catatan :
• UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 'Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti yang sah.'
• Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**
• Surat ini dapat dibuktikan keabsahannya dengan melakukan scan pada QR Code

Appendix 4: Research Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI
NAMA MAHASISWA	: ANDI ADRYAN
NIM	: 2220203888203045
FAKULTAS	: TARBIYAH
PROGRAM STUDI	: PENDIDIKAN BAHASA INGGRIS
JUDUL	: THE INFLUENCE OF REAL LIFE APP INTEGRATED WITH PROJECT BASED LEARNING IN ENHANCING STUDENTS' SPEAKING SKILL AT SMAN 1 BARRU

RESEARCH INSTRUMENT**A. PRE-TEST**

The test aimed to assess students' speaking skill in terms of fluency, vocabulary, grammar, pronunciation, and comprehension.

Students were asked to respond to one or more of the following topics:

a. Your Favorite Place

Students described their favorite place and explained their reasons.

b. Your Hobbies

Students talked about their hobbies or activities they enjoy.

c. Opinion about the Real Life Application

Students expressed their opinions about the use of the Real Life application in learning English.

B. POST-TEST

The test aimed to assess students' speaking skill in terms of fluency, vocabulary, grammar, pronunciation, and comprehension.

Students were asked to respond to one or more of the following topics:

a. Your Favorite Place

Students described their favorite place and explained their reasons.

b. Your Hobbies

Students talked about their hobbies or activities they enjoy.

c. Opinion about the Real Life Application

Students expressed their opinions about the use of the Real Life application in learning English.

Parepare, 17 November 2025
Consultant



Hj. Nurhamdah, S.Ag, M. Pd
NIP. 197311161998032007

Appendix 5 : Pre-test and post-test transcript

a. Pre-Test Transcript

AFR

Researcher: what is your favorite place in Barru?

Student: /aɪ 'kæna:t 'rɪəli tel wɪtʃ wʌn ɪz ðə best, bʌt aɪ wɪl laɪk ðə kə'feɪ, ɪg 'zæmpəl ɪz feɪ 'dʒɑ:lə/

Researcher: Do you think that real life app effective for improving student's speaking skill?

Student: /oʊ 'keɪ ə 'baʊt ði 'æplɪ 'keɪʃən, ɪt ɪz ə 'rɪəli gʊd 'æplɪ 'keɪʃən, bʌt aɪ θɪŋk ɪt ɪz nɑ:t 'rɪəli 'ɪmpækt tə ʌs bɪ 'kɔ:z wi kæn nɑ:t 'rɪəli 'præktɪs ɪt raɪt naʊ, ænd wi doʊnt noʊ hu: ɪz daʊn 'loʊdɪŋ ɪt ænd wi doʊnt 'rɪəli noʊ wɪtʃ wʌn ɪz 'rɪəli wɑ:nt tə ɪm'pru:v ðər 'spi:kɪŋ skɪlz/

AAN

Researcher : Have you ever taken a course?

AAN : /aɪ 'nefer teɪk 'eni kɔrs, aɪ dʒʌst lɜ:n ɪ: ... frəm maɪ self laɪk 'wɒtʃɪŋ 'fɪdɪos, 'lɪsenɪŋ tu 'mju:zɪk, dets əl/

Researcher : How did you practice Your English

Student2 : /aɪ hef ə lot of frents frəm ə 'brɒd, frəm 'ju:rop ən ə 'merɪkə/

FIN

Researcher : What is your favorite place in Barru

Student3 : /i:m... 'laɪbrəri da 'erəh, pɜ:pusta 'ka.ən da 'erəh. aɪ æm 'su:ka məm 'bʌtʃə 'buku, aɪ həf 'kemɪstri/

b. Post-Test Transcript

AFR

Researcher: What do you think about RealLife app?

AFR : /fɜːrst əv ɔːl, ɪf juː aːr 'tɔːkɪŋ ə'baʊt kə'mjuːnə'keɪʃən, ɪts 'rɪəli gʊd bɪ'kɔːz aɪ 'dɪdənt ɪk'spekt ðə 'piːpəl ɪn ðər ɪz 'rɪəli 'frendli, ðər 'tɔːkətv, bʌt ʌn'fɔːrtʃənətli ðər ɪz ə taɪm 'lɪmət, ðeɪ dʒʌst gɪv ʌs fɔːr 'mɪnɪts tə tɔːk. bʌt ðər ɪz nɑːt ə lɑːt əv 'piːpəl soʊ wi 'oʊnli kə'nekt iːtʃ 'ʌðər laɪk ɪn ðə seɪm taɪm, wi 'æksɪ'dentəli kə'nekt wɪð əvər frendz/

AAN

Researcher : What do you think about Real-life app?

AAN : /ɪt 'rɪəli dʌz ɪm'pruːv maɪ 'soʊʃəl skɪlz ə'geɪnst 'fɔːrənər/

Researcher : Which aspect improved?

Student 2 : /prə'nʌnsi'eɪʃən bɪ'kɔs 'ʌðər 'pɪpəl or 'fɔrənər wɪl ə'fek jɔr 'æksent or prə'nʌnsi'eɪʃən 'rader den jɔr'self det ɪm'pruf jɔr 'æksent, so 'ʌðər 'pɪpəl hef mɔr ɪ'fek tu ju 'rader den ju tu jɔr'self/

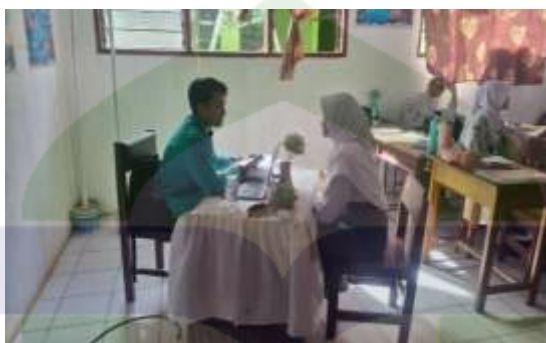
FIN

Researcher : What do you think about Real-Life App?

Student 3 : /aɪ θɪŋk ði 'æplɪ'keɪʃən rɪːəl laɪf ɪz 'veri 'veri gʊd, bɪ'kɔs iː... 'æplɪ'keɪʃən kita 'bisa bər'təmu dəŋan 'ɔraŋ 'ɔraŋ 'luar nə'gri, kita 'bisa bər'tukar pəŋa'laman dan 'lɜːrɪŋ sə'sama nə'gara yaŋ bər'beda/

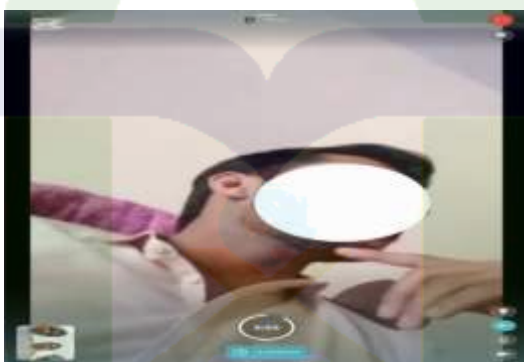
Appendix 6 : Documentation

Pre test



Treatment





Post-Test



CURRICULUM VITAE



The writer, Andi Adryan, was born in Baera on August 17, 2004. He lives in Baera, Kamiri Village. He completed his elementary education at SDI Baera in 2016, graduated from MTs DDI Takkalasi in 2019, and completed his senior high school education at SMAN 1 Barru in 2022. In the same year, he continued his study at the English Education Study Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare. As a requirement for obtaining a Bachelor's Degree in English Education, he conducted a research entitled "The Influence of Real Life App Integrated with Project Based Learning at SMAN 1 Barru"