

A THESIS
THE INFLUENCE OF USING THE FALOU APPLICATION ON
STUDENTS' SPEAKING ABILITY AT
SMPN 1 PAREPARE



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

2026

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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 Pendidikan (S.Pd)

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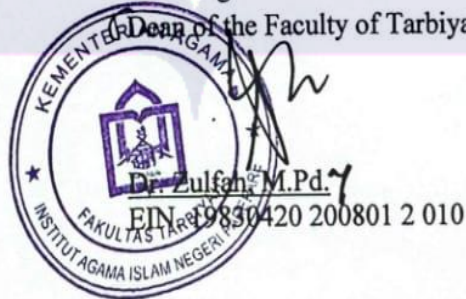
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وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

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ABSTRACT

Srywulan Handayani. *The Influence Of Using The Falou Application On Students Speaking Ability at SMPN 1 Parepare* (Supervised by. Abdul Haris Sunubi)

This research investigates the influence of using the Falou application on the speaking ability of eighth-grade students at SMPN 1 Parepare. The study was conducted based on the problems found in the classroom, where many students were still shy, lacked confidence, and had limited vocabulary, weak grammar, and frequent mispronunciation, which led to low speaking performance. Therefore, the main objective of this research was to find out whether the use of the Falou application could significantly improve students' speaking ability in this context.

This research employed a pre-experimental design with one group using a pre-test and post-test within a quantitative approach. The sample consisted of 32 students of class VIII-1 at SMPN 1 Parepare selected through purposive sampling. The instrument of the research was a speaking test in the form of giving instruction, in which students responded orally to prompts such as introducing themselves, answering simple questions, ordering food and drinks, and buying new things. Students' speaking performance was assessed using Brown's analytical scoring rubric, covering pronunciation, fluency, vocabulary, grammar, and comprehension. The data were collected through pre-test, a series of treatment meetings using Falou, and post-test, and were analyzed using descriptive statistics and a paired sample t-test to see the improvement and significance of the results.

The findings showed that the students' speaking ability improved after being taught using the Falou application. The mean score increased from 36.37 in the pre-test to 67.50 in the post-test, indicating a substantial improvement in their speaking performance. The result of the paired sample t-test showed that the t-count value ($t = -14.985$) with $df = 31$ and $\text{Sig. (2-tailed)} = 0.000$ was higher in absolute value than the t-table (2.040) and lower than 0.05, which means that there was a significant difference between the pre-test and post-test scores. Therefore, the use of the Falou application had a positive and significant influence on the speaking ability of eighth-grade students at SMPN 1 Parepare.

Keywords: *Falou Application, Speaking Ability.*

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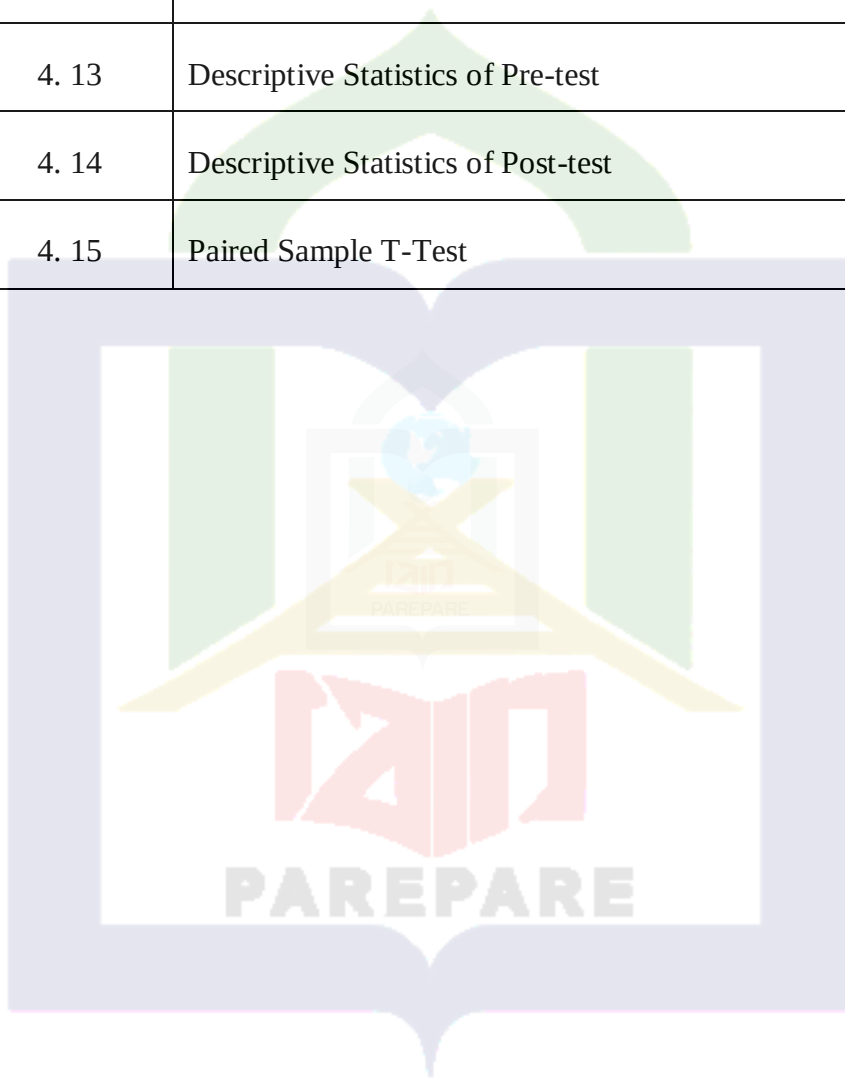
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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and 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	h	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
س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ş	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) which begins a word 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
أ	Fathah	A	A
إ	Kasrah	I	I
أ	Dhommah	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
أَي	Fathah and Ya	Ai	a and i
أَوْ	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
نَا / يَ	athah and Alif or ya	Ā	a and line above
يِ	Kasrah and Ya	Ī	i and line above
يِ	Kasrah and Ya	Ī	i and line above
وُ	Kasrah and Wau	Ū	u and line above

Example :

مَات : māta

رَمَى : ramā

قِيلَ : qīla

يَمُوت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is 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-madīnatul-fāḍilah

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*

نُعَمَّ : *nu‘‘ima*

عَدُوَّ : *‘aduwwun*

If the letters ىbertasydid at the end of a word and preceded by the letter kasrah ِ, 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 :

الشَّمْسُ : *al-syamsu* (notasy- syamsu)

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

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

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

Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْغُ : *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 standardized 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, then they must be transliterated as a whole. Example:

Fīzilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-lafzlābikhusus al-sabab

9. Lafzal-Jalalah (الله)

The word "Allah" which is 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 that is attributed to lafẓal-jalālah, it is transliterated with the letter [t]. Example:

هُمُ 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 ‘alinnās ilalladhībīBakkatamubārakan

Syahru Ramadan al-ladhūnzilafihal-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-Walid Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaṣrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaṣrḤamīd (bukan:Zaid, NaṣrḤamīdAbū)

11. Abbreviations

Some of the standardized abbreviations are:

Swt.	= <i>subhānahūwata'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 Ibrāhīm/ ..., ayat 4
HR	= Hadis Riwayat

Some abbreviations in Arabic:

ص	= صفحة
دم	= بدون
صلعم	= صلى الله عليه وسلم
ط	= طبعة
بن	= 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 used, 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 numbers of periodical scientific works such as journals, magazines, etc.



CHAPTER I

INTRODUCTION

A. Background

The ability to communicate in English is very important because it can increase self-confidence in various situations, such as at work or in everyday activities. Speaking skills allow someone to actively participate in discussions and presentations, which is an important talent in the professional and academic world. Moreover, learning English enhances one's ability to communicate with native speakers, facilitating better learning and collaboration. So, communication is essential in today's world, and people must master it in order to succeed in their various fields.¹

Mastering English speaking skills is not easy, as it involves various complex aspects. First, one must have sufficient vocabulary and understand correct grammar to convey ideas clearly. In addition, proper pronunciation and intonation are essential for the speaker to be well understood by native listeners. Many people also face challenges in composing sentences spontaneously and naturally, especially in situations that require a quick response. Furthermore, anxiety or lack of confidence can be a major barrier to speaking a foreign language. It is a skill that requires practice and never comes naturally to the practitioner.²

Advances in technology have created new opportunities for students to practice speaking freely both inside and outside the classroom. Students can use interactive language learning apps to access course materials, activities, and assessments that

¹ Parupalli Rao, "The Importance of Speaking Skills in English Classroom" 2 (March 1, 2019): 6–18.

² Yaredi Waruwu., et al., "The Importance of Public Speaking," *Jurnal Ilmiah Kajian Multidisipliner* 8, no. 2 (2024): 145–49, https://www.hyde.edu/blog/hyde_school_blog/the-importance-of-public-speaking/.

help them improve their speaking skills. The speech recognition feature in the app enhances their speaking skills. Technology not only allows for speech training, but also accurate pronunciation and intonation. This allows students to learn and practice anytime and anywhere, without having to be tied to a set class schedule. The use of this technology has become a primary form of communication between learners. Today's teachers and students are faced with the need to implement technology to adapt to the modern world.³

Along with the development of technology that provides new opportunities for students to practice speaking more flexibly, the utilization of technology in language learning is becoming increasingly important. According to Yahfenel et al., modern technology allows students to be more independent in the classroom and transforms teaching methods by presenting a more connected learning model.⁴ In line with this, Dewi Sri Kuning stated that the use of technology in second language learning has become a real necessity in the current era.⁵ With technology, the learning process can be more flexible, interactive, and provide a more effective learning experience for students.

In this study, researcher used an application to increase students' speaking ability. This enables students to practice effectively and improve their speaking ability. The application functions as a tool for students to learn which provides an audio-visual experience to students in order to encourage their interest in learning English so that their speaking ability can improve.

³ Rowena V. Sosas, "Technology in Teaching Speaking and Its Effects to Students Learning English," *Journal of Language and Linguistic Studies* 17, no. 2 (2021): 958–70, <https://doi.org/10.52462/jlls.66>.

⁴ Yahfenel Yahya, et al., "Technology in Teaching Speaking Skill: A Review of Current Literature," *Journal Of Language Education and Development (JLed)* 2, no. 1 (2019): 242–51, <https://doi.org/10.52060/jled.v2i1.204>.

⁵ Dewi Sri Kuning, "Technology in Teaching Speaking Skill," *Journal of English Education: Literature and Linguistics* 2, no. 2 (2019): 50–59.

The application used is the Falou application. The Falou application is designed with various interesting features that help students learn English interactively. In this study, researchers used the Falou application in learning to practice making conversations using various topics. This application offers an interactive and engaging interface that effectively captures students' attention. The user-friendly features, such as guided conversations, speech recognition, and instant feedback, make the learning process simple and enjoyable for students.

Based on the preliminary observation at SMPN 1 Parepare, it was found that many students are shy and lack confidence to speak English. This psychological problem occurs because they are not accustomed to practicing English in daily communication, which makes them afraid of making mistakes when speaking. As a result, their speaking ability is still below the expected level. They face several difficulties such as limited vocabulary, weak grammar understanding, and mispronunciation, which affect the clarity and accuracy of their speech.

Furthermore, students rarely get enough opportunities to practice speaking in the classroom, which makes it difficult for them to develop fluency and natural expression. The lack of speaking practice also reinforces their fear and hesitation to communicate in English. Therefore, it becomes essential to apply an interactive and effective learning medium that can help students overcome their shyness and improve their speaking ability through continuous and engaging practice. In this case, the Falou Application is expected to provide a supportive environment where students can practice pronunciation, vocabulary, and fluency confidently with the help of structured and interactive speaking exercises.

B. Research Questions

Based on the background of the study above, the research formulates research question as “Does the use of the Falou application significantly improve the speaking ability of eighth-grade students at SMPN 1 Parepare?”

C. Objective of the Research

Based on the research question, the objective of this research is to examine the effect of using the Falou application on the speaking ability of Eighth-grade students at SMPN 1 Parepare.

D. Significances of the Research

This research is expected to provide benefits for various parties as follows:

1. For Students

This study helps students improve their speaking ability by utilizing the Falou application as an interactive and engaging learning tool. It enables them to practice pronunciation, intonation, and vocabulary effectively, fostering their confidence in speaking English.

2. For Teachers

This research provides insights into the effectiveness of integrating technology, particularly the Falou application, into English language teaching. Teachers can adopt this application as an innovative teaching strategy to make the learning process more engaging and effective.

3. For Future Researchers

This research serves as a reference for future studies in the field of educational technology and language learning. It opens opportunities for further exploration of how technology-based applications can enhance students' language skills in various context.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Research

Many researchers have conducted research on the use of technology or apps in EFL/ESL teaching, and some of their findings are listed below:

First research was conducted from Saragih, Ramadhan, and Daulay entitled “The Effect of Falou Application in Improving Students’ Speaking Skill”, which aimed to examine the effectiveness of the Falou application in improving speaking performance at Madrasah Aliyah Al-Washliyah Tebing Tinggi. This study employed a quantitative approach using a pre-test and post-test design involving both an experimental and a control group. The results of the study showed a significant improvement in the speaking ability of students who used the Falou application compared to those who did not. The statistical analysis indicated that there was a meaningful difference between the two groups, suggesting that the treatment had a positive effect. Specifically, students demonstrated improvements in aspects such as grammar, pronunciation, and confidence.⁶

Second research comes from Fitria, Usman, and Sahara with the title “Duolingo Application for Advancing English Speaking Skills”. This study investigated students’ perceptions of using the Duolingo application to improve their English speaking skills. The research used a descriptive qualitative design, involving senior high school students in Banda Aceh. The findings revealed that the majority of students responded positively to the use of Duolingo in learning English. Students reported that the application was helpful, enjoyable, and flexible, allowing them to study anytime and

⁶ Lainatusshifa Saragih., et al., “The Effect of Falou Application in Improving Students’ Speaking Skill” 2, no. 5 (2024).

anywhere. Among the four main aspects of speaking: vocabulary, pronunciation, fluency, and grammar; vocabulary was the most significantly improved, followed by pronunciation. The study also emphasized that Duolingo's features, such as native-speaker audio, speech recognition, and structured levels, helped students feel more confident when practicing speaking. This study supports the use of mobile-assisted language learning (MALL) tools in enhancing speaking ability.⁷

The third study was conducted by Hasbi and Nursaputri, entitled "Using ELSA Speak Application as A Medium to Improve English Speaking Skills". This study explored the effectiveness of the ELSA Speak application in enhancing the speaking skills of eighth-grade students at SMP Islam Ar-Rahmah Suruh. Using Classroom Action Research (CAR), this study implemented two cycles of treatment involving both qualitative and quantitative data, such as observation checklists and speaking performance tests. The results showed a noticeable improvement in students' speaking proficiency after the use of the application. Students became more enthusiastic and confident in speaking English, particularly in pronunciation, due to features like voice analysis, instant feedback, and speaking repetition. The study concluded that ELSA Speak effectively supports the development of students' speaking abilities by creating a supportive and technology-driven learning environment.⁸

In conclusion, previous studies have demonstrated that language learning applications like Falou, Duolingo, and ELSA Speak positively affect students' speaking ability, particularly in pronunciation, vocabulary, and confidence. These findings support the idea that mobile-assisted tools provide

⁷ Nora Fitria., et al., "Duolingo Application for Advancing English Speaking Skills," *Journal of Innovation in Educational and Cultural Research* 4, no. 4 (2023): 587–95, <https://doi.org/10.46843/jiecr.v4i4.630>.

⁸ Muhamad Hasbi and Eka Nursaputri, "Using ELSA Speak Application as A Medium to Improve English" 7, no. 1 (2024): 91–102.

effective speaking practice. However, this present study differs in terms of context and focus. While one study used Falou, it focused on senior high school students and applied a purely quantitative approach. Another study used Duolingo and explored student perceptions qualitatively. The third study employed classroom action research with a different application, ELSA Speak. In contrast, the present study focuses on eighth-grade students at SMPN 1 Parepare, using the Falou application specifically within the junior high school context, and adopts a pre-experimental method with pre-test and post-test design. Therefore, this research aims to fill the gap by offering a focused investigation on how Falou can enhance speaking ability at the lower secondary level, supported by direct classroom application and measurable outcomes.

B. Some Pertinent Ideas

1. Concept of Falou Application

a. Definition of Falou

Falou is a revolutionary language learning software that helps users improve their speaking skills through interactive exercises and real-world discussions. The software has an easy-to-use layout that allows students to practice pronunciation, vocabulary, and grammar in an engaging way. Falou's speech recognition technology provides users with instant feedback, allowing them to improve their pronunciation accuracy and fluency when speaking. This new approach makes the program suitable for anyone who wants to improve their language skills without having to attend traditional classroom training.

Falou, from *São Paulo, Brazil*, seeks to make language learning fun and accessible to everyone.⁹ *Moymer* built the app, which was

⁹ Advincula, "Comprehensive Falou Review: Understanding Vietnamese Through Listening," Ling-app.com, 2024.

developed by over 300 exceptional individuals from around the world. The program supports 25 languages, including English, Spanish, French, Japanese, and Korean, and caters to a wide range of learners worldwide. Unlike most language learning platforms, Falou prioritizes speaking practice as the primary technique for learning a new language, setting it apart from programs that focus on reading and writing.

Compared to other English learning applications that mostly focus on vocabulary memorization or grammar drills, the Falou Application provides a more interactive and communicative approach to speaking practice. It is designed for learners at beginner to intermediate levels and offers structured lessons that guide users through real-life scenarios. Each lesson begins with a contextualized situation that simulates conversations with native speakers, helping learners develop both fluency and confidence in speaking.

Falou's design is minimalistic and intuitive, making it easy for users to navigate through different lessons and track their progress. The app features interactive lessons with a combination of listening, speaking, and comprehension exercises, allowing learners to reinforce their knowledge effectively. With its engaging visual and audio components, Falou ensures that users stay motivated throughout their language-learning journey.

One of the key features of Falou is its smart pronunciation corrector, which helps learners refine their speaking skills by analyzing their speech and providing corrective feedback. This feature sets Falou apart from other language-learning apps that may not offer real-time pronunciation assistance. Additionally, the app allows users to revisit and review previously learned vocabulary through its dedicated "Words Tab," ensuring long-term retention of new words and phrases.

Unlike some traditional learning methods that require long study hours, Falou is structured into bite-sized lessons that users can complete in just a few minutes. This flexibility makes it an ideal choice for busy individuals who want to integrate language learning into their daily routines. Whether used as a primary learning tool or a supplementary resource, Falou provides an effective way to practice and improve speaking skills.¹⁰

The application also incorporates elements of gamification, encouraging users to track their progress, complete challenges, and unlock new content. This aspect enhances user engagement and motivation, making language learning more enjoyable and rewarding. By focusing on practical communication skills, Falou ensures that learners gain the confidence needed to speak their target language fluently.

Overall, Falou is a comprehensive language-learning tool that combines speech recognition technology, interactive lessons, and real-life conversation practice. Its emphasis on speaking and pronunciation makes it a valuable resource for language learners seeking to improve their oral communication skills in a structured yet flexible manner.

b. Purpose of Falou App

The primary purpose of the Falou application is to help language learners develop speaking proficiency through an interactive and immersive approach. Unlike conventional language-learning methods that rely heavily on grammar drills and rote memorization, Falou emphasizes real-world communication skills, ensuring that learners can effectively engage in conversations with native speakers.

¹⁰ Lorena Macedo, "7 Best Language Learning Apps In 2025," *Lingopie*, 2024, <https://lingopie.com/blog/the-7-best-language-learning-apps-for-foreign-language-learning/> (diakses 08 Maret 2025).

One of the key objectives of Falou is to bridge the gap between theoretical knowledge and practical application. Many learners struggle with speaking fluently despite having a strong grasp of vocabulary and grammar. Falou addresses this issue by integrating real-life conversations into its lessons, allowing users to practice and build confidence in their speaking abilities.

Another purpose of the app is to make language learning more accessible and flexible. With its mobile-friendly platform, Falou enables users to learn anytime and anywhere, eliminating the need for structured classroom settings. This feature is particularly beneficial for busy professionals, students, and travelers who wish to acquire language skills at their own pace.

Falou also aims to enhance learners' pronunciation accuracy through its speech recognition technology. By analyzing users' speech patterns and providing instant feedback, the app helps learners identify and correct their mistakes in real time.¹¹ This function is crucial in developing clear and natural pronunciation, which is essential for effective communication.

Additionally, Falou seeks to increase learners' motivation and engagement through interactive lessons and gamified elements. The app includes progress-tracking features, achievement badges, and daily challenges that encourage users to stay committed to their learning goals. By incorporating these motivational tools, Falou ensures that learners remain engaged and consistently practice their speaking skills.

Another important goal of Falou is to cater to different learning needs. The app offers a range of courses tailored to various topics, such

¹¹ "Falou - Fast Language Learning," soft112.com, <https://falou-fast-language-learning-ios.soft112.com/> (diakses 18 Maret 2025).

as travel, business, and casual conversation. This allows users to focus on specific areas that align with their interests and objectives, making the learning experience more personalized and relevant.

The app also provides an alternative to expensive language courses and private tutors. Many learners may not have the financial resources to enroll in formal language programs, making self-study applications like Falou a cost-effective solution. The availability of both free and premium versions ensures that learners can access quality language training regardless of their budget.

Moreover, Falou aims to prepare learners for real-world interactions by exposing them to commonly used phrases and sentences. The lessons are designed to simulate authentic conversations, helping users develop practical communication skills that they can immediately apply in everyday situations. This approach significantly reduces language barriers and enhances learners' confidence when speaking with native speakers.

Finally, Falou's purpose extends beyond language learning, it aims to empower users by opening doors to new opportunities. Whether it is for career advancement, academic success, or personal growth, acquiring proficiency in a new language can significantly benefit individuals in various aspects of their lives. By making language learning engaging, accessible, and effective, Falou supports users in achieving their personal and professional aspirations.

In conclusion, the Falou application is designed to help learners speak confidently and fluently through an innovative and interactive approach. By combining speech recognition, real-life scenarios, and

gamified learning, Falou ensures that users develop essential communication skills in a practical and enjoyable way.

c. Procedure and Features of Using Falou Application

The Falou app is a free language-learning platform that can be downloaded from both the Google Play and Apple App stores. By providing free introductory lessons, Falou ensures that learners can engage in interactive language practice anytime and anywhere, supporting a more flexible and independent learning process. To access this application, users must:

1. Before using the Falou app, the first step is to download it from the Google Play Store or Apple App Store. To do so, go to the Google Play Store and type “Falou” in the search bar. Then, select the app with the blue face logo and click “Install” to start the download process.

Look at the picture below:



Figure 2. 1 Falou Application on Play Store

Figure 2.1 shows the Falou application page in the Google Play Store. At this stage, users search for “Falou” and ensure they choose the correct application by checking the icon and developer information. Reading the brief description, rating, and reviews can help users confirm that the app is appropriate for language learning needs. After confirming the correct app, users tap the “Install” button to download it to their device. This step is important because it ensures the app is obtained from an official and secure source.

2. Open the application and:

- 1) You can watch or skip the ad that appear, then tap ‘Continue’, and create a training plan by tapping ‘Let’s Go!’.



Figure 2. 2 Creat Training Plan

Figure 2.2 illustrates the initial screen after opening Falou, where the app introduces the learning flow and asks users to start a training plan. Users may watch or skip the advertisement, then tap “Continue” to proceed to the setup. By selecting “Let’s Go!”, the user begins configuring a learning routine that will guide daily practice. This planning phase helps the app understand how the learner wants to study and prepares a structured sequence of lessons. As a result, users can start learning with a clearer schedule and more focused objectives.

- 2) Select the language we want to learn (English) and tap ‘Continue’



Figure 2. 3 Choose the Language

Figure 2.3 presents the language selection page in Falou. In this research context, users select English as the target language and then tap “Continue” to confirm the choice. Choosing the correct language is essential because it determines the lesson content, audio models, and vocabulary that will appear in the app. This step also ensures that the learning materials match the intended speaking practice goals. After selecting English, the app moves to the next setup stage to personalize the learning experience.

- 3) Select your level of English proficiency and select how learning English will impact your life

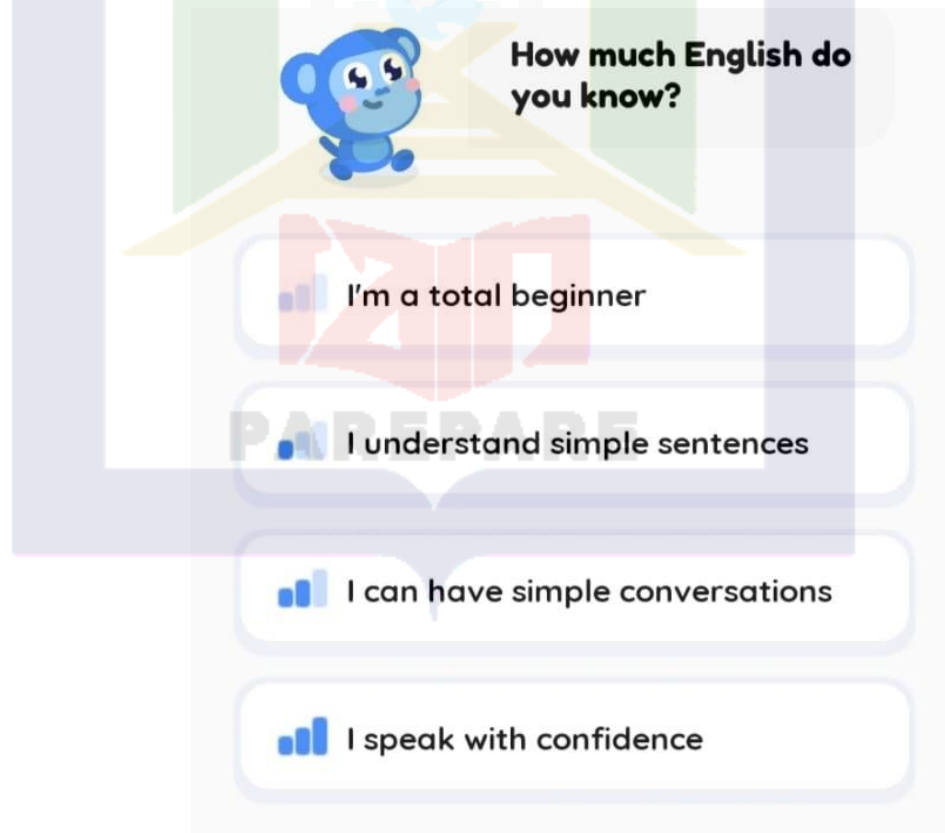


Figure 2. 4 Step to Creat Account

Figure 2.4 shows the account and learning-profile setup, where users indicate their English proficiency level and learning purpose. Selecting an appropriate level helps the application adjust lesson difficulty, including the complexity of dialogues and the speed of audio prompts. Users also select how learning English will impact their life, which allows the app to recommend relevant topics and situations. This personalization supports learners by providing materials that are neither too easy nor too difficult. Consequently, students can practice speaking more confidently because the tasks align with their ability and needs.

- 4) Select your daily practice duration you want and enter your age

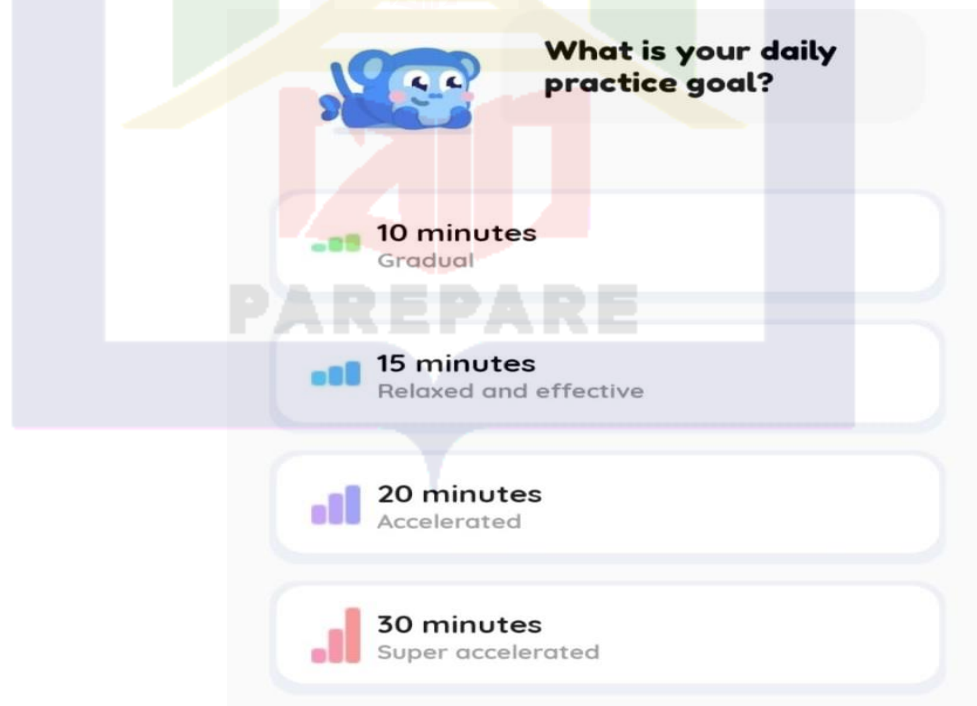


Figure 2. 5 Select the Practice Duration and Your Age

Figure 2.5 displays the settings for daily practice duration and the user's age. Users choose how many minutes they want to practice each day, which helps establish a realistic routine and encourages consistent learning. Entering age information supports the application in tailoring content and pacing to the learner's profile. Setting an achievable daily duration is important because regular repetition strengthens vocabulary, pronunciation, and fluency over time. Therefore, this step helps users maintain motivation and develop speaking skills through steady practice.

5) Select where you found the app, then wait while Falou prepares your custom practice plan.

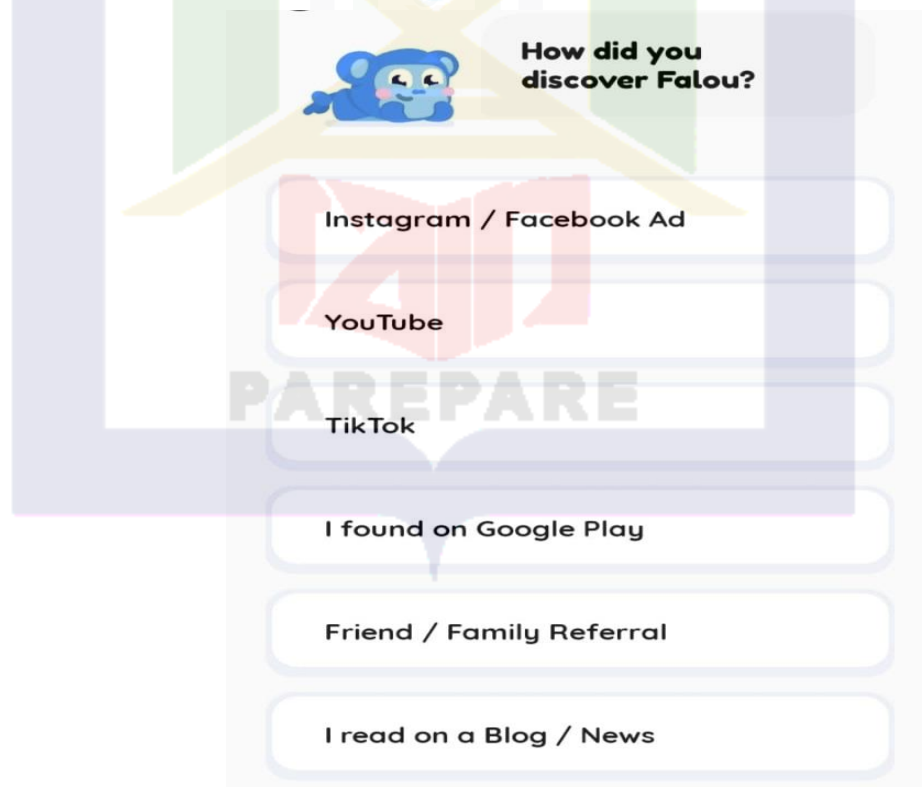


Figure 2. 6 The App Preparing Your Practice Plan

Figure 2.6 shows the stage where Falou prepares a personalized practice plan based on the user's previous selections. Users may also indicate where they found the application, and then the system processes the information to generate a suitable learning pathway. During this phase, the app organizes lessons, daily goals, and recommended activities that match the learner's level and interests. This automated preparation helps students follow a structured progression instead of studying randomly. After the plan is created, users are ready to continue to account sign-up and start the lessons.

3. After completing your practice plan, sign up or log into your account (you can use a Google account or Apple ID).

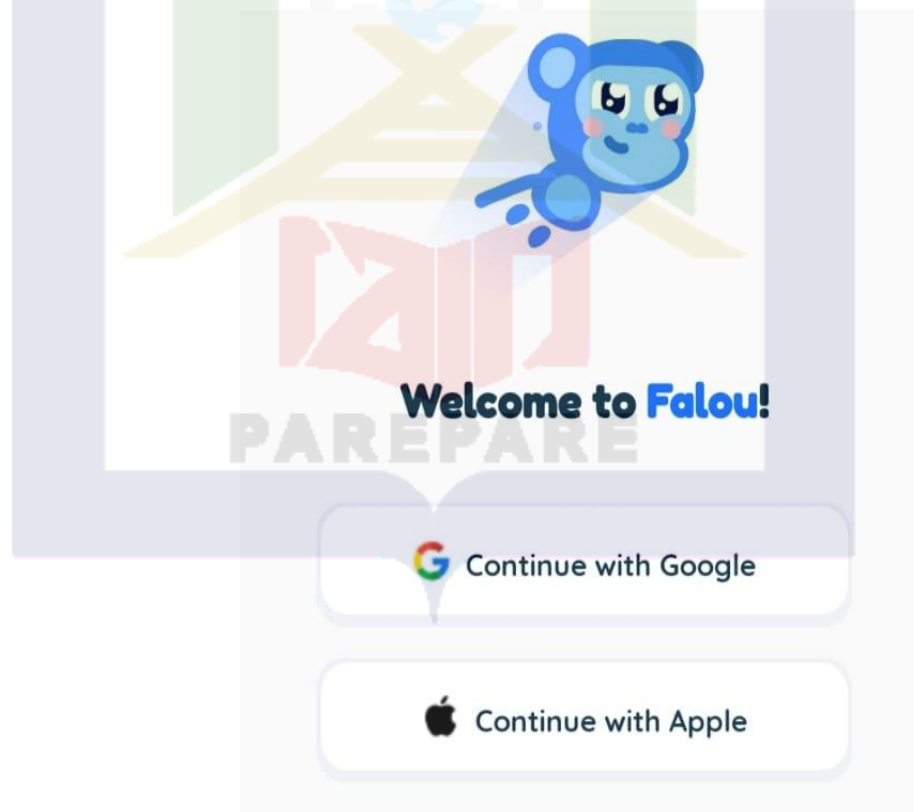


Figure 2. 7 Sign Up to The Application

Figure 2.7 illustrates the sign-up or log-in page in Falou. Users can create an account or log in using options such as a Google account or Apple ID, which simplifies the registration process. Having an account allows the application to save progress, track achievements, and synchronize learning data across devices. This step is beneficial for students because it supports long-term learning consistency and makes it easier to continue lessons at any time. After signing up successfully, users can access the full learning features and begin their practice sessions.

4. After successfully registering, you can start your first lesson. The lesson usually starts with a basic conversation practice (e.g., introducing yourself).

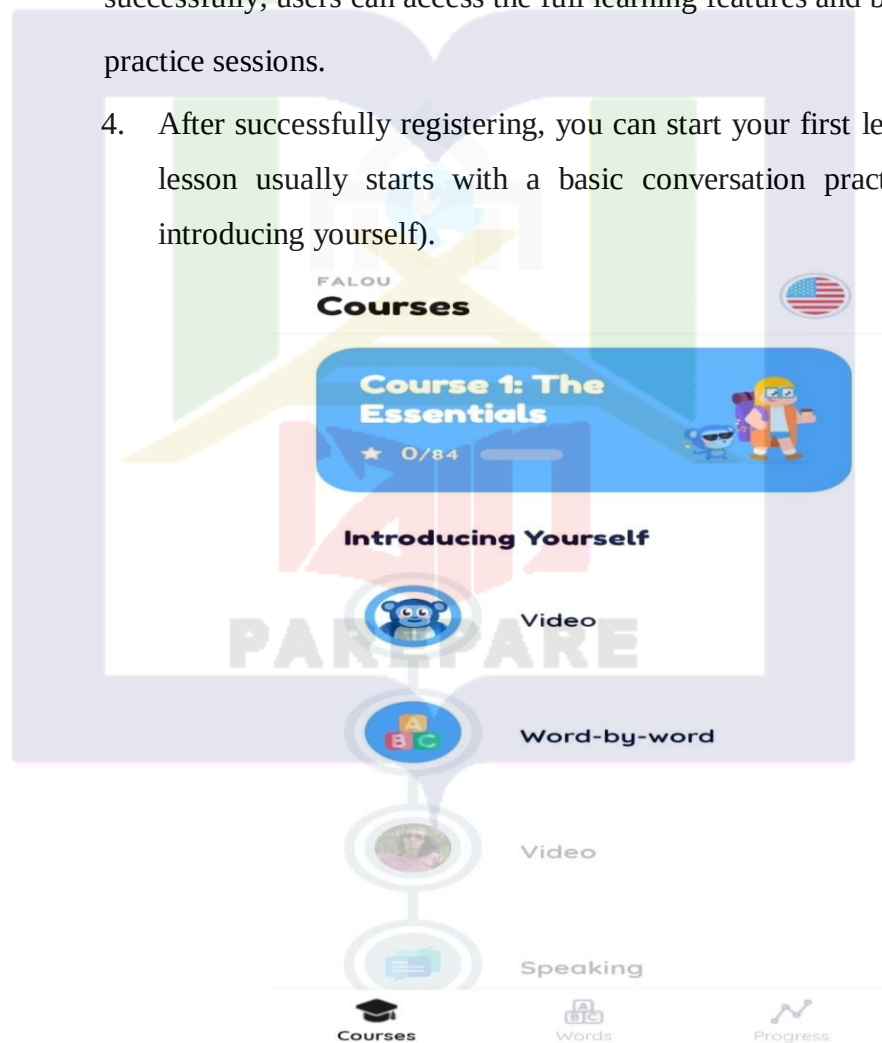


Figure 2. 8 Start the Firsrt Lesson

Figure 2.8 shows the starting point of the first lesson after the account has been created. The lesson typically begins with basic conversation practice, such as introducing oneself, which is suitable for building initial speaking confidence. Users follow the guided prompts by listening to the model sentence and responding according to the instruction. The app's lesson format encourages learners to practice in short, manageable steps, reducing anxiety when speaking a foreign language. By completing this first lesson, students become familiar with the interactive learning flow used throughout the application.

5. You can practice speaking with speech recognition. Listen to the phrase and repeat the word aloud once the microphone turning to blue. Falou's speech recognition will analyze your pronunciation and provide feedback.

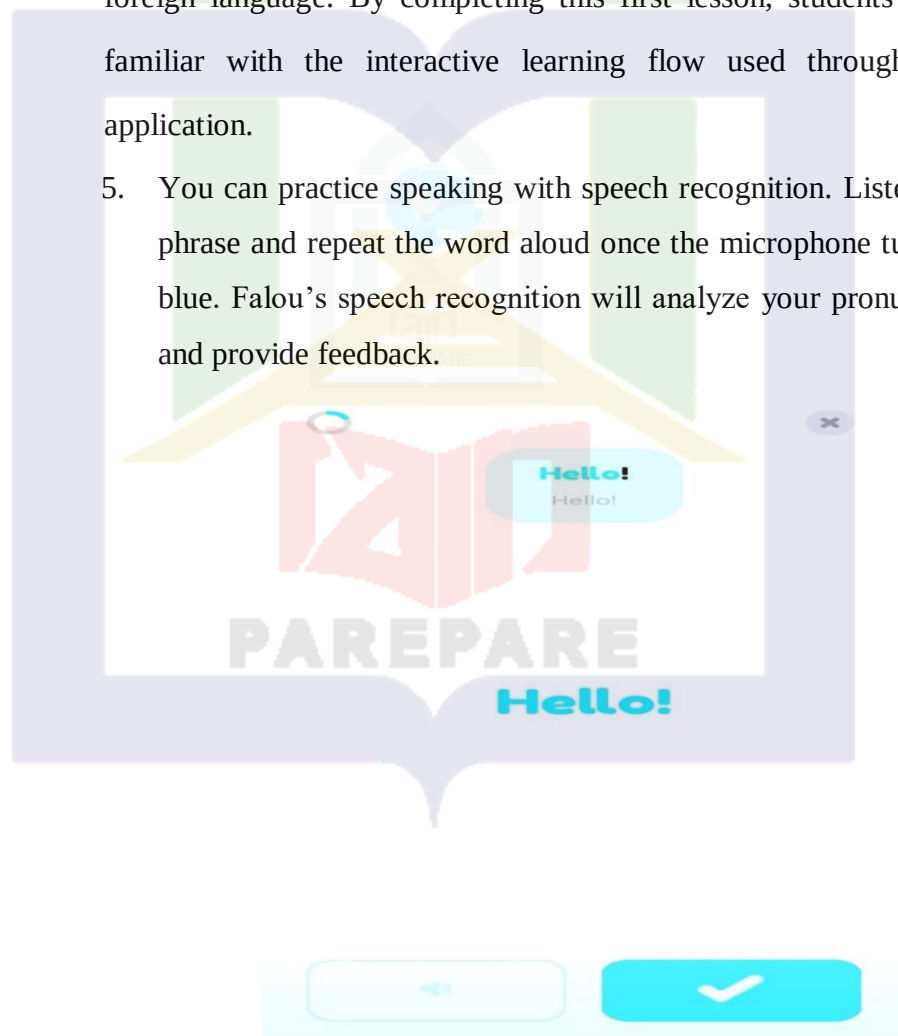


Figure 2. 9 Practice Speaking Using Speech Recognition

Figure 2.9 presents the speech recognition practice feature in Falou. Students listen to the example phrase and repeat it aloud when the microphone icon turns blue, indicating the app is ready to record. The speech recognition system analyzes the learner's pronunciation and provides immediate feedback on accuracy. This feedback helps students notice errors in sounds, stress, or clarity and encourages them to repeat the phrase until it improves. Through repeated practice, learners can develop better pronunciation and fluency in a supportive, self-paced environment.

6. You can also memorize new words faster using the 'Words' tab.

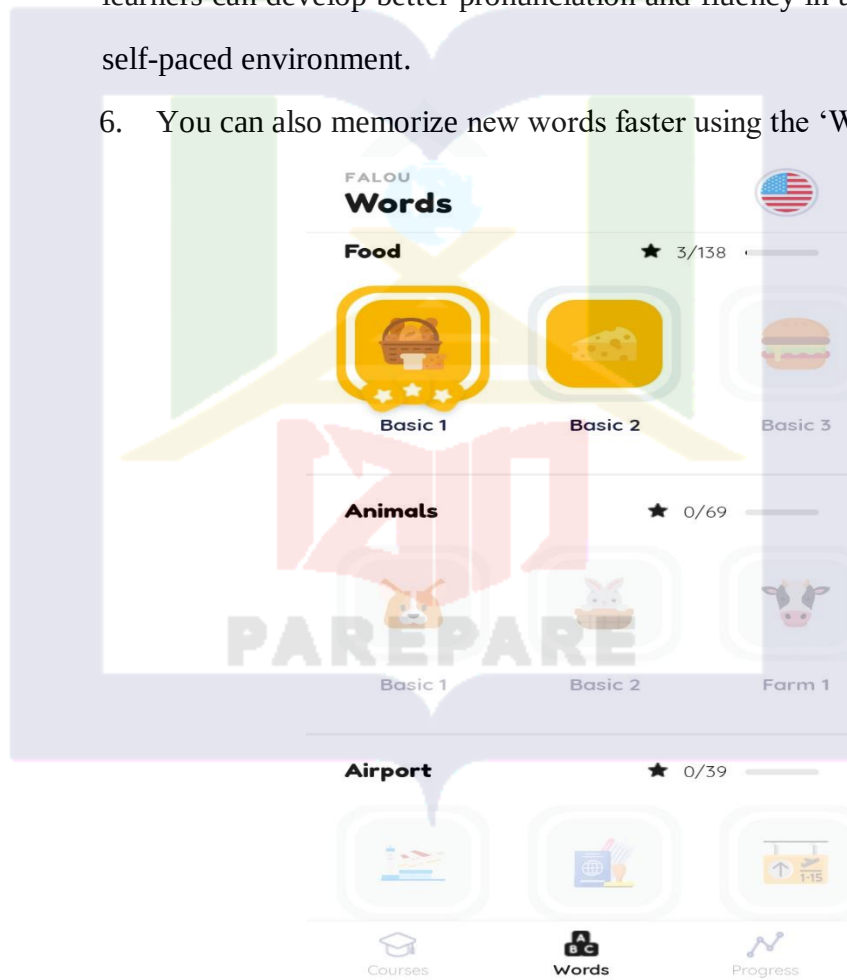


Figure 2. 10 'Words' Features

Figure 2.10 shows the “Words” feature, which helps learners review and memorize vocabulary learned in the lessons. Students can revisit words and phrases, listen to their pronunciation, and practice using them in context. This feature supports vocabulary retention by allowing learners to review items regularly rather than forgetting them after one lesson. By strengthening vocabulary knowledge, students can express ideas more easily and speak with fewer pauses. Therefore, the “Words” tab contributes to speaking improvement by expanding learners’ usable vocabulary for daily conversations.

In the "words" feature, there are several types of practice models that students can use, including:

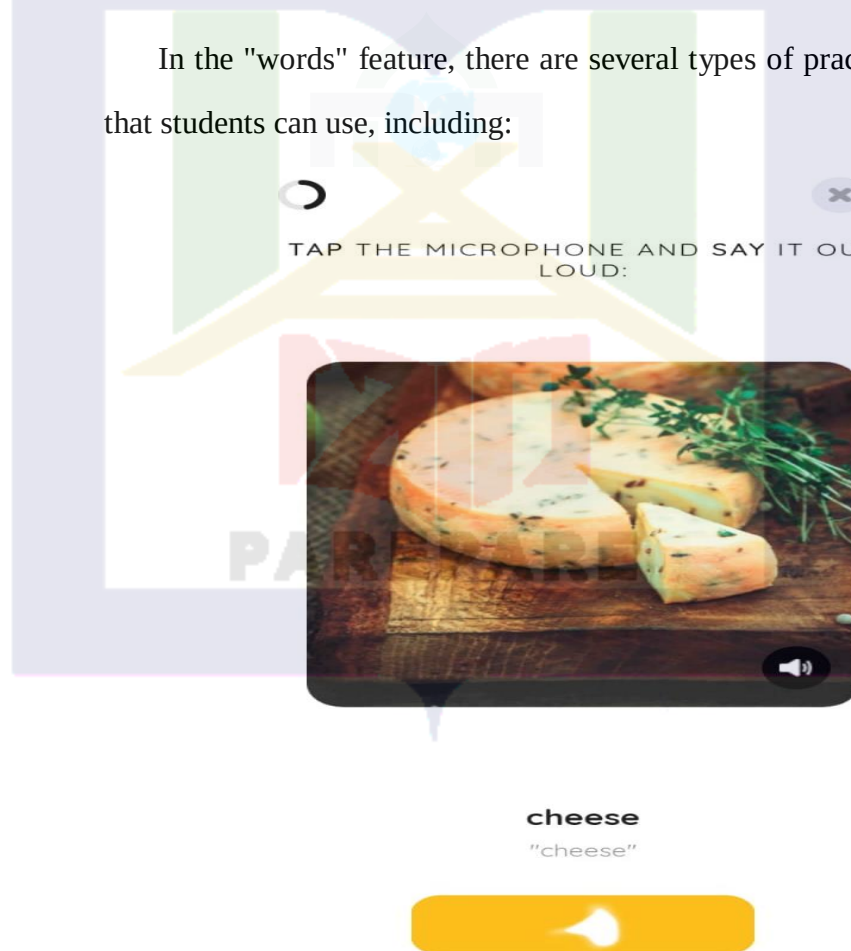


Figure 2. 11 Speech Recognition

In this activity, students tap the microphone and pronounce the target word aloud (e.g., “cheese”) based on the picture prompt. The feature uses speech recognition to check learners’ pronunciation and encourages them to produce the word clearly and confidently. By practicing speaking with immediate feedback, students improve their pronunciation accuracy, build fluency, and strengthen their ability to recall vocabulary when communicating orally.

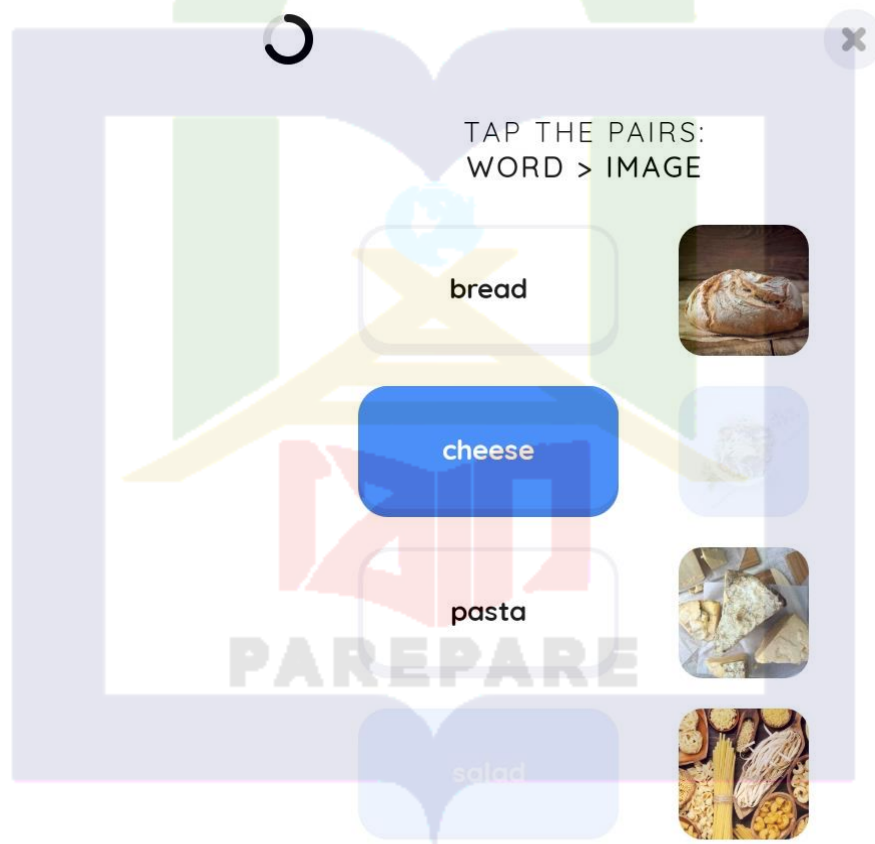


Figure 2. 12 Pairing Words and Images

In this task, students match written words (e.g., bread, cheese, pasta, and salad) with the correct pictures. This activity helps learners

understand vocabulary meaning by linking the written form to a clear visual representation. It also supports spelling awareness and reinforces students' ability to recognize words quickly when they appear in texts or classroom instructions.



Figure 2. 13 Write the Word

In the “Write in English” exercise, students are asked to type the correct English word based on the prompt, supported by an image and/or audio. Learners complete the word by selecting the appropriate letters, which helps them focus on correct spelling and word

formation. This activity strengthens vocabulary retention because students actively produce the word, making it easier to use later in speaking and writing.

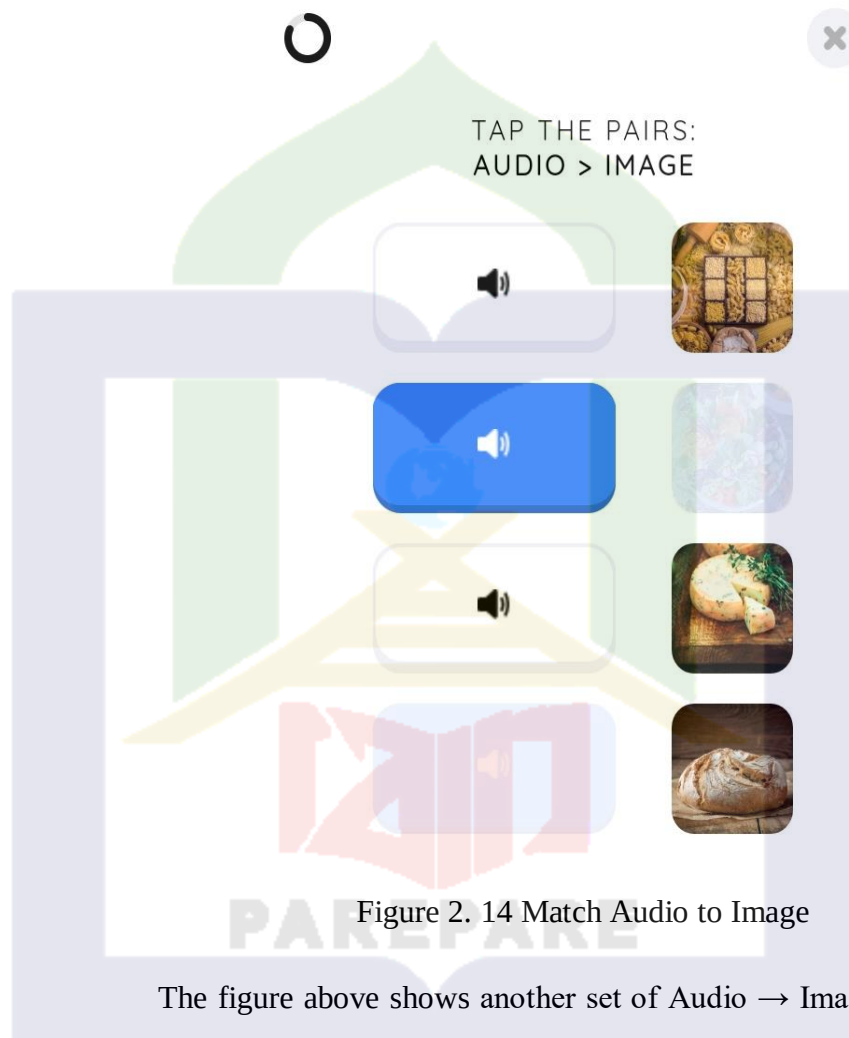


Figure 2. 14 Match Audio to Image

The figure above shows another set of Audio → Image matching items used for further practice and reinforcement. The repeated format allows students to improve accuracy and confidence in identifying words based on pronunciation. Through consistent exposure to spoken input, learners become more familiar with common vocabulary and reduce confusion between similar-sounding words.

7. After doing the lesson, you can track your progress by clicking the 'Progress' tab to monitor your improvement.

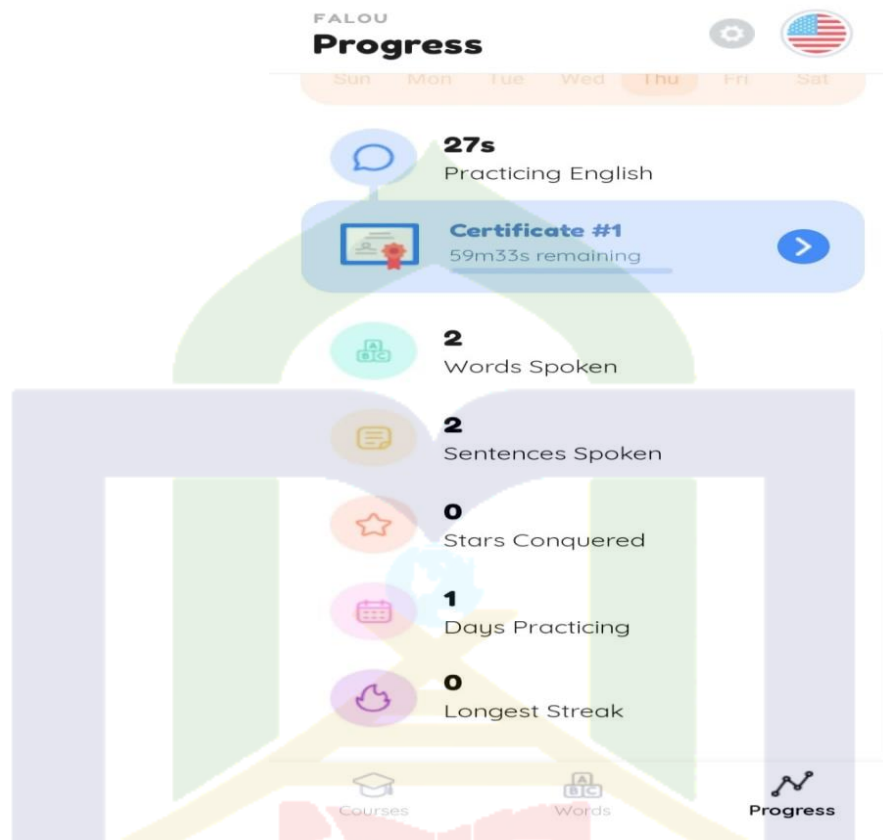


Figure 2. 15 Monitoring The Progress

Figure 2.15 illustrates the “Progress” tab used to monitor learning development. In this section, users can view completed lessons, daily practice streaks, and performance indicators that reflect their improvement over time. Tracking progress helps students stay motivated because they can see concrete evidence of their learning achievements. It also allows learners to identify which areas need more practice, such as pronunciation or certain vocabulary topics. Overall, this feature supports continuous learning by encouraging reflection and consistent engagement with speaking activities.

Upon completing these steps, the Falou application will generate a personalized learning plan based on the user's preferences and language proficiency level. With consistent practice, users can enhance their language skills effectively, particularly in speaking and pronunciation.

2. Concept of Speaking

a. Definition of Speaking

Speaking is the ability to express thoughts, ideas, and feelings through spoken language in a clear and meaningful way. It is an essential skill in communication that allows individuals to interact, share information, and build relationships with others. Speaking involves not only producing words but also using appropriate pronunciation, grammar, and vocabulary to ensure that the message is understood. Moreover, it requires confidence, fluency, and the ability to respond appropriately in different situations. In language learning, speaking is a key component that helps learners practice real-life communication and develop their overall proficiency in the target language.

Speaking can be obtained by¹²:

- a) Imitating, namely observing a model both from peers and from older people; and
- b) Training, with guidance from adults.

¹² Rina Safitriani and Muh. Karman Jayadi, *Teaching Speaking Book*, ed. M. Pd Dr. Akhmad Asyari (Sanabil, 2021).

b. Components of Speaking

Speaking is a complex skill that involves several essential components working together to produce effective oral communication. *According to Harris* in Baihaqi, the key components of speaking include pronunciation, vocabulary, grammar, fluency, and comprehension.¹³ These elements must be mastered by language learners to achieve competence in spoken English.

1) Pronunciation

Pronunciation is also one of the important things to learners' need in order that speakers will have a proper conversation.¹⁴ Correct pronunciation helps students to understand others and avoid misunderstandings in daily or academic interactions. Correct pronunciation includes accurate sound production, stress, intonation and rhythm, which are essential for achieving fluency and clarity in speaking. Without correct pronunciation, even speakers with good grammar and vocabulary will struggle to communicate effectively.

2) Fluency

Fluency is one of the key elements of language, reflecting the speaker's ability to convey a message smoothly and effectively. Fluent speakers can express their thoughts without frequent pauses or hesitations, so communication flows naturally. This skill is usually acquired through regular practice and exposure to authentic language use, leading to greater mastery of direct sentence construction. Speaking fluently not only increases

¹³ Baihaqi, "The Influence Of Speaking Club In Improving Students' Speaking Ability" (2016).

¹⁴ Muhammad Aulia Ridarma, "Mastering Vocabulary And Pronunciation Through Viewing English Subtitled Videos" (2017).

confidence, but also improves the overall understanding of the speaker and the listener. So, fluency is the natural ability to speak spontaneously, quickly, fluently, accurately, clearly, efficiently and comprehensively, with little online processing time and few errors that distract the listener from the speaker's message.¹⁵

3) Vocabulary

One of the most important components in developing speaking skills is vocabulary mastery. Without adequate vocabulary, students have difficulty communicating their thoughts, emotions, or intentions clearly and effectively. A rich vocabulary allows speakers to choose the right words in various contexts, avoid misunderstandings, and improve the fluency of their communication. It also supports confidence in communication, as students are better able to respond and participate in conversations. Vocabulary is a collection of meaningful words that can be arranged into effective sentences to communicate in a language.¹⁶

4) Grammar

A language system and structure consisting of rules that govern how words and phrases are combined to form meaningful sentences is called grammar.¹⁷ Grammar plays an important role in language skills, because through a good understanding of grammar, a person can construct sentences appropriately and effectively. In the process of learning English, grammar helps

¹⁵ Aditya Permana., et al., "Analysis Student'S Speaking Fluency in Speaking Class Performance," *Globish: An English-Indonesian Journal for English, Education, and Culture* 10, no. 1 (2021): 43, <https://doi.org/10.31000/globish.v10i1.3940>.

¹⁶ Jumriah Rusdi and Maemuna Muhayyng, "Developing English Vocabulary Mastery through English Fairy Tale Videos of the Eleventh Grade Students of SMA Negeri 1 Mamuju," *Journal of Technology in Language Pedagogy (JTechLP)* 1, no. 2 (2022): 152–57.

¹⁷ Auditi Chakravaty (eds) and Bonnie Boehme, *Grammar & Usage for Better Writing, Review Literature And Arts Of The Americas*, 2004, www.amscopub.com.

students understand word forms such as tenses, nouns, verbs, adjectives, and sentence structures that are appropriate to the context. Without adequate mastery of grammar, communication can be unclear or even misinterpreted. Therefore, understanding grammar is an important basis for improving language skills, especially in speaking and writing.

5) Comprehension

Comprehension refers to a speaker's ability to understand spoken language in real time during a conversation or listening activity. It involves processing the words, tone, context, and speaker's intention to respond appropriately. Good comprehension in speaking is essential because it allows the speaker to follow conversations, ask relevant questions, and give meaningful responses. Without comprehension, communication breaks down, even if the speaker has good pronunciation and grammar.

c. Types of Speaking

According to Brown in Asramadhani¹⁸, there are five basic types of speaking:

1) Imitative

This type involves the ability to imitate or repeat a word, phrase, or sentence. It focuses primarily on pronunciation and accuracy rather than meaningful communication. For example, students repeat after a teacher or an audio recording.

2) Intensive

Intensive speaking goes beyond simple repetition and includes short stretches of language used to practice specific grammatical

¹⁸ Asramadhani and Sri Murni, "Improving Students' Speaking Skill in Expressing Offering," *LEI Nº 16.050, DE 31 DE JULHO DE 2014 - Política de Desenvolvimento Urbano e o Plano Diretor Estratégico Do Município de São Paulo* 10, no. 1 (2019): 1–10.

or phonological points. It may include reading aloud, sentence or dialogue completion, and controlled speaking tasks.

3) Responsive

This type requires learners to respond to short prompts or questions. It involves brief interactions, such as giving directions or answering questions, and helps students develop conversational ability.

4) Interactive

Interactive speaking involves longer, more complex exchanges where students engage in real-time dialogue. This includes both transactional purposes (e.g., giving and receiving information) and interpersonal functions (e.g., building social relationships). Role-plays, interviews, and discussions fall under this type.

5) Extensive

Extensive speaking includes sustained monologues, where learners produce longer stretches of speech such as speeches, oral presentations, or storytelling. These performances require planning, organization, and a higher level of fluency.

Among these types, this research focuses on responsive speaking, which refers to short replies or brief interactions that occur in everyday communication. Responsive speaking involves the ability to understand a prompt and respond naturally with appropriate vocabulary, pronunciation, and grammar within a short utterance. This type of speaking is relevant to this study because the Falou Application provides interactive speaking tasks that require students to respond to questions, repeat phrases, and participate in short simulated dialogues.

C. Conceptual framework

The conceptual framework underlying this study is given as follows:

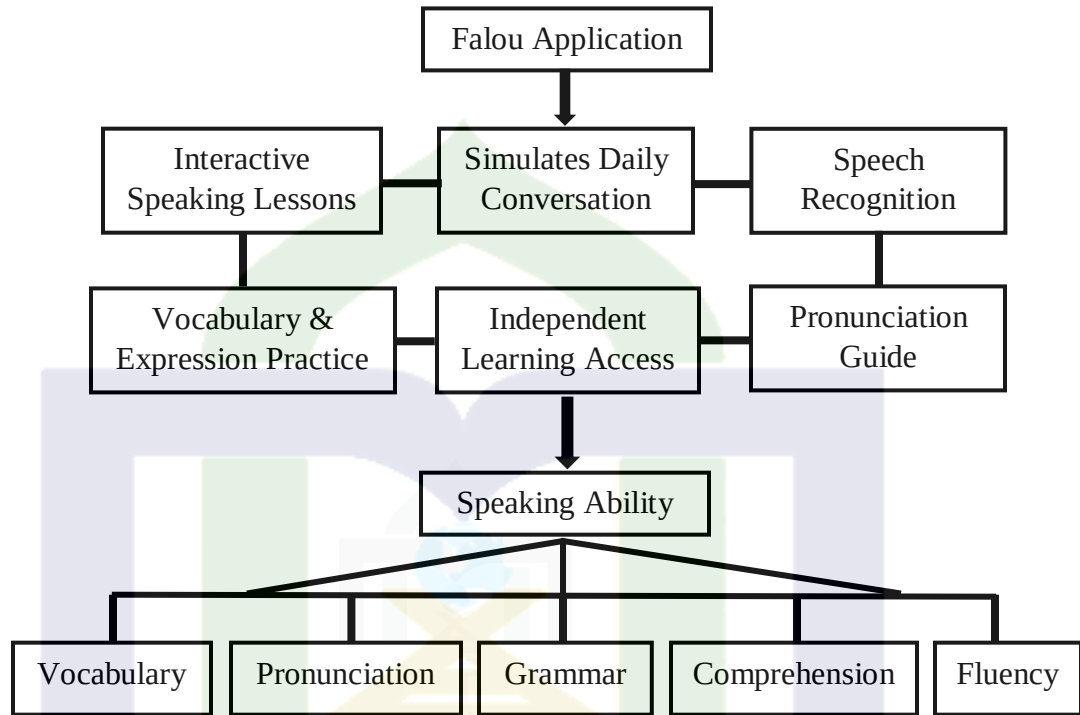


Figure 2. 16 Conceptual Framework

The conceptual framework above illustrates the relationship between the use of the Falou Application and the improvement of students' speaking ability. The Falou Application offers several key features that support language learning, including interactive speaking lessons, simulated daily conversations, speech recognition, vocabulary and expression practice, pronunciation guide, and independent learning access. These features provide students with opportunities to practice speaking regularly, receive instant feedback, and learn authentic expressions in real-life contexts.

Through these interactive and self-paced activities, students become more confident and accustomed to using English in communication.

Consequently, these experiences contribute to the improvement of their speaking ability, which includes five main components: vocabulary, pronunciation, grammar, comprehension, and fluency. In other words, the Falou Application functions as a digital learning medium that helps students enhance both their linguistic and psychological aspects of speaking through continuous and engaging practice.

D. Hypothesis

1. Null Hypothesis (H_0):

The use of the Falou application does not significantly improve the speaking ability of eighth-grade students at SMPN 1 Parepare.

2. Alternative Hypothesis (H_1):

The use of the Falou application significantly improves the speaking ability of eighth-grade students at SMPN 1 Parepare.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research employed a pre-experimental design with a pre-test and post-test within a quantitative approach because the researcher aims to examine the possible improvement between the dependent and independent variables. The researcher intends to find out the improvement of students' speaking ability after implementing the Falou application at SMPN 1 Parepare.

The research design applied can be illustrated as follows:

O1 X O2

In which:

O1 : Pretest

X : Treatment

O2 : Posttest

B. Location and Duration of The Research

The researcher conducted the study at SMPN 1 Parepare which located in Jln. Karaeng Burane No. 18, Mallusetasi, Kec. Ujung, Kota Parepare, South Sulawesi, the research plans about 2 months including of analysis data. This location was chosen based on the observation results and its relevance to the research concept.

C. Population and Sample

1. Population

The population on SMPN 1 Parepare is in the following table below:

Table 3. 1 Population of the Research

No	Class	Total Students
1	VIII 1	32
2	VIII 2	35
3	VIII 3	33
4	VIII 4	35
5	VIII 5	34
6	VIII 6	34
7	VIII 7	33
8	VIII 8	33
9	VIII 9	33
Total		302

Sources: Staff administration SMPN 1 Parepare

The population of this research is the student at SMPN 1 Parepare in academic of year 2025. The total numbers of population are 302 students, who consisting of 32 students for VIII 1 class, 35 students for VIII 2 and VIII 4 class, 33 students for VIII 3, 7, 8, and 9 class, and 34 students for VIII 5 and 6 class.

2. Sample

Related to the total population above, which consists of 302 students. The researcher used class VIII 1, consisting of 32 students by using purposive sampling. Purposive sampling is a non-probability sampling technique in which the researcher selects participants based on specific characteristics that align with the purpose of the study.¹⁹ The researcher intentionally chose class VIII-1 at SMPN 1 Parepare, consisting of 32 students, as the sample group. This decision was made because the students in this class demonstrated an appropriate level of English proficiency and a

¹⁹ A. R. Kumara, "Metodologi Penelitian Kualitatif," *Metodologi Penelitian Kualitatif*, 2018, 3–92.

willingness to participate in technology-assisted learning, which is essential for effectively assessing the influence of the Falou application.

Purposive sampling is considered the most appropriate technique for this research because it ensures that the selected participants have the required characteristics to benefit from and engage meaningfully with the Falou application. This decision was also supported by the results of initial classroom observation and an interview with the English teacher, who also serves as the vice principal, confirming that “class VIII-1 was suitable and representative for the implementation of technology-based speaking activities”.²⁰ Since the research aims to analyze how the application affects speaking abilities, especially in aspects such as fluency, pronunciation, and vocabulary, selecting a group that meets these criteria enhances the validity and relevance of the results.

D. Instrument of Research

The instrument of this research is a speaking test in the form of giving instruction. In this technique, the researcher gives several instructions or prompts to the students, and they are asked to respond orally in English. This test aims to measure the students’ speaking ability before and after the treatment using the Falou Application.

The speaking test is conducted twice: as a pre-test and a post-test. The pre-test is given before the treatment to measure the students’ initial ability, and the post-test is given after the treatment to see the improvement in their speaking performance.

²⁰ Ismail, “Vice Principal of SMPN 1 Parepare,” 3 2025.

During the test, students are instructed to perform several speaking tasks such as:

- 1) Introducing Themselves
- 2) Answering Simple Questions

The researcher will ask 5 simple questions, such as:

- Where are you from?
- What do you do?
- What time do you go to school?
- What do you usually do after school?

- 3) Ordering Food and Drinks (Role-play)

“Imagine you are in a canteen. Please order food and a drink. Mention what you want and ask the price.”

- 4) Buying New Things (Role-play)

“Imagine you want to buy a T-shirt at a shop. Ask the price and choose the size/color.”

The students’ responses are evaluated based on Brown’s analytical scoring rubric, which includes five aspects: pronunciation, fluency, vocabulary, grammar, and comprehension. Each aspect is scored from 1 to 5, and the total score is converted to a scale of 100 to determine their final speaking score.

E. Procedure of Collecting Data

In data collection, researchers conducted several step-by-step activities. The purpose of this method is to obtain objective and accurate information about students' speaking ability before and after using the Falou application. Data collection procedures include pre-test, treatment, and post-test, as explained below:

a. Pre-test

Before the treatment was given, the researcher conducted a pre-test to measure the students' initial speaking ability. The pre-test was given to eighth-grade students of SMPN 1 Parepare who were involved as the experimental group. In this test, the students were asked to perform a short speaking task related to a specific topic. The speaking performance was assessed based on five components: pronunciation, fluency, vocabulary, grammar, and comprehension. The scores from this pre-test served as the baseline data to compare with the results of the post-test. The pre-test was conducted during the first meeting before the students were introduced to the Falou application.

b. Treatment

After administering the pre-test, the researcher conducted a treatment phase using the Falou application as a learning media for speaking. The treatment was carried out in four meetings, with each meeting focusing on different speaking topics available within the Falou app. During this phase, the researcher performed the following activities:

a) First Meeting

In the first meeting, the researcher opens the class by greeting the students, checking attendance, and briefly reviewing the previous material. Students are given motivation about the importance of being able to introduce themselves properly in English as a starting point to build confidence in speaking. Students are then directed to use the Falou application to learn the topic "Introducing Yourself". After completing the app exercises, the researcher asks related oral questions such as "What is your name?" or

“Where do you live?” to train their comprehension and speaking skills. The meeting ends with positive feedback and encouragement to continue practicing.

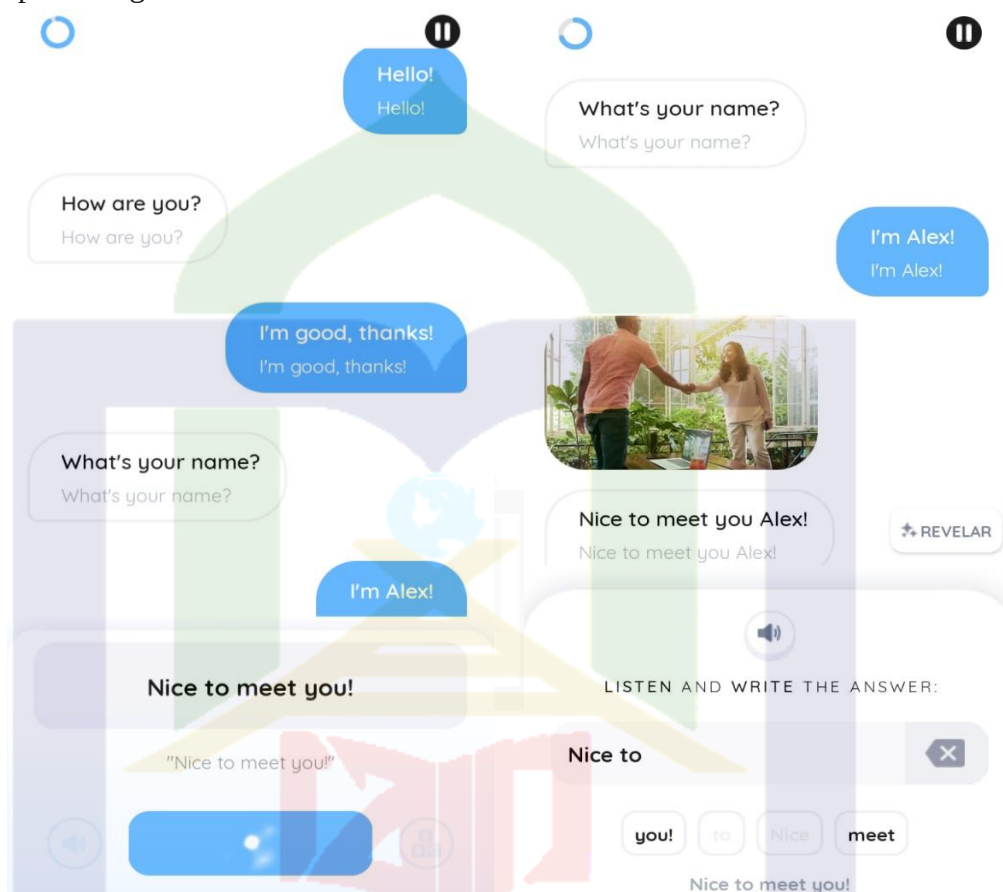


Figure 3. 1" Introducing Themselves" Topic

The figures illustrate the “Introducing Yourself” dialogue in Falou, but they have two different practice models to support students’ learning. In the first model, the dialogue appears in a chat-style conversation where students follow short, familiar exchanges such as greetings, asking “How are you?”, and introducing their name. This format helps learners understand how a basic self-introduction flows naturally in real communication and provides clear

examples of appropriate responses. In the second model, the conversation content remains the same, but students complete a different type of task by listening to the sentence and then writing the answer through arranging the provided words, for example forming “Nice to meet you!”. This activity strengthens listening accuracy and awareness of sentence structure because students must recognize the correct expression and produce it in the correct order. By combining these two models, guided dialogue practice and listen-and-write practice, students receive both contextual input and structured reinforcement, which helps build confidence and readiness for oral practice in class.

b) Second Meeting

The second meeting begins with a greeting and a brief review of the previous topic. The researcher motivates students by explaining that understanding and answering simple questions is crucial in everyday conversations. Students are then directed to study the lesson “Answering Simple Questions” in the Falou app. After the session, the researcher conducts a short oral question-and-answer activity based on the material to strengthen their speaking ability and build confidence. The class ends with appreciation for their efforts and encouragement to continue practicing outside the classroom.

The figures below show the Falou practice for the topic “Answering Simple Questions”. In the first figure, students answer questions such as “Where are you from?” and “What do you do?” through a listen-and-write task by arranging the words to form the correct sentence (e.g., “I am a

student.”). This format trains listening accuracy and helps students notice correct word order. In the second figure, the same dialogue is practiced in a chat-style model, where students read and follow the conversation flow with clear examples of responses like “I’m from the USA” and “I am a student.” This model supports comprehension of how simple questions are asked and answered naturally in everyday communication.



Figure 3. 2 "Answering Simple Questions" Topic

c) Third Meeting

In this meeting, the researcher opens with greetings and a short review of the previous material. Students are motivated by explaining the usefulness of

mastering expressions used in ordering food and drinks, especially in real-life situations like at restaurants. Students use the Falou application to learn the topic “Ordering Food and Drinks”. Afterward, the researcher conducts a simple role-play where students practice ordering food orally. This activity helps students apply vocabulary and sentence structures in realistic contexts. The meeting ends with praise and reflection on the value of the lesson.

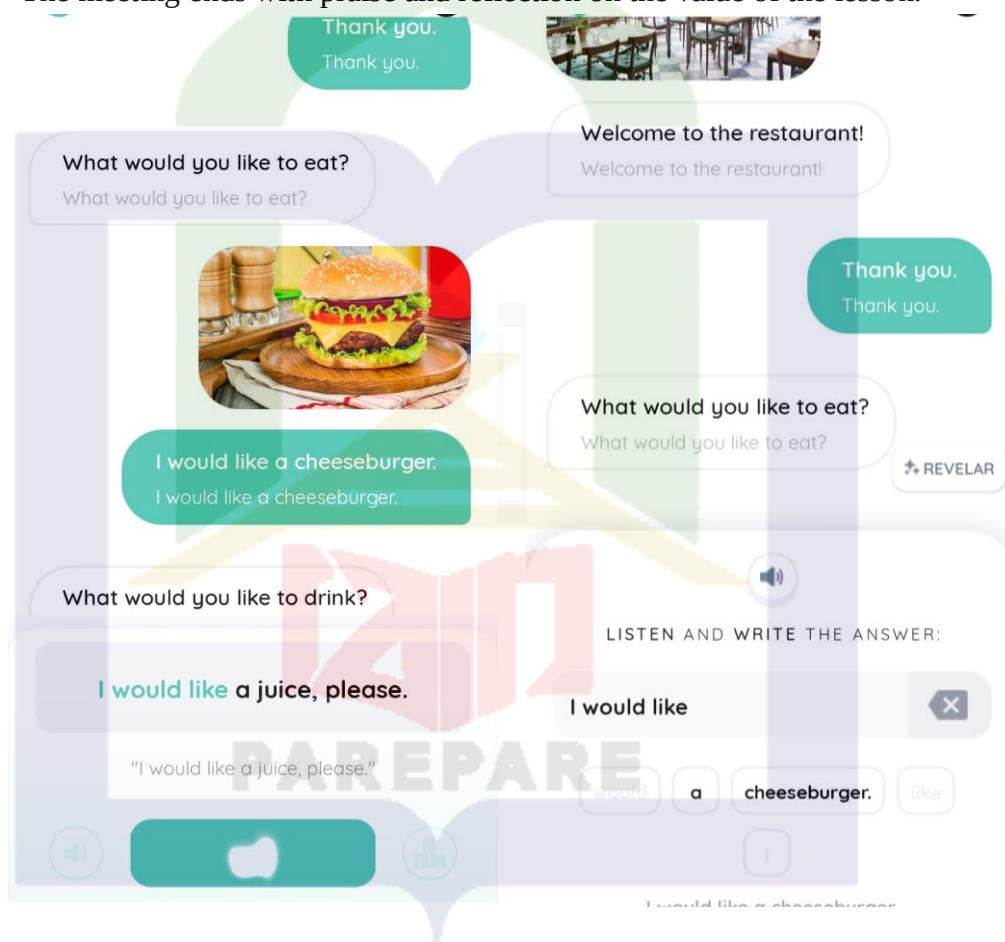


Figure 3. 3 "Ordering Food and Drinks" Topic

d) Fourth Meeting

The fourth meeting starts with a greeting, attendance check, and introduction to the day's topic. The researcher motivates students by

connecting the topic to their everyday experiences, such as shopping. Students use the Falou application to study the topic “Buying New Things for Yourself”. Afterward, students are guided to perform a short conversation simulating a shopping scenario, answering questions like “What do you want to buy?” or “How much is it?” This activity helps improve students’ speaking ability and confidence in using English in practical situations. The researcher closes the session with feedback and informs them that the next meeting will be the post-test.



Figure 3. 4 "Buying New Things for Yourself" Topic

c. Post-test

At the end of the treatment period, a post-test was administered to evaluate the students' speaking ability after using the Falou application. The post-test used similar task types and assessment criteria as the pre-test to ensure comparability. Students were asked to speak on topics related to the lessons practiced during the treatment. The same five speaking components: pronunciation, fluency, vocabulary, grammar, and comprehension were assessed using the analytical speaking rubric. The results of the post-test were compared with the pre-test scores to determine whether there was a significant improvement in students' speaking ability after the treatment.

F. Technique of Data Analysis

The data collected through the tests and analyzed using quantitative analysis. The following are the steps that undertaken in the quantitative analysis.

a) Scoring Classification

To find out students' speaking ability, it was viewed from the five components, and they were: pronunciation, fluency, vocabulary, grammar, and comprehension.

Table 3. 2 Oral Proficiency Scoring Categories.²¹

Aspect	Score	Explanation
Grammar	1	Errors in grammar are frequent, but speaker can be understood by listener.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with

²¹ H. Douglas Brown, *LANGUAGE ASSESSMENT: Principles and Classroom Practices* (United States of America, 2004).

		sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	(No specific fluency description. Refer to other four language

		areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is truly accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by listener.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

To make the scoring rubric more explicit and to reduce subjectivity, Table 3.3 below presents the operational indicators used to assign scores (1-5) for each component. When a student's performance meets two adjacent levels, the lower score is assigned.

Table 3. 3 Operational Criteria for Analytical Speaking Scoring Rubric

Component	Score	Operational criteria (observable / countable indicators)
Grammar	5	0-1 minor errors AND 0 major errors; structures are

		consistently accurate.
	4	2-3 minor errors AND ≤ 1 major error; meaning remains clear.
	3	4-6 total errors OR 2-3 major errors; errors are noticeable but communication is generally maintained.
	2	7-10 total errors OR 4-6 major errors; frequent inaccuracies sometimes reduce clarity.
	1	> 10 total errors OR ≥ 7 major errors; persistent errors and communication often breaks down.
Vocabulary	5	Precise and appropriate word choice; 0-1 word-search events.
	4	Generally appropriate vocabulary; 2-3 word-search events.
	3	Adequate vocabulary for basic ideas; 4-6 word-search events.
	2	Limited vocabulary; frequent inappropriate word choice; 7-10 word-search events.
	1	Very limited vocabulary; message often cannot be delivered; > 10 word-search events.
Fluency	5	Speech flows smoothly; 0-1 long pauses (> 2 seconds).
	4	Mostly fluent; 2-3 long pauses (> 2 seconds).
	3	Occasionally halting; 4-6 long pauses (> 2 seconds).
	2	Frequently halting; 7-10 long pauses (> 2 seconds).
	1	Speech frequently stops; > 10 long pauses (> 2 seconds).

Pronunciation	5	Fully intelligible; 0 breakdowns (no repetition needed).
	4	Intelligible with minor issues; 1 breakdown.
	3	Generally intelligible; 2-3 breakdowns.
	2	Frequent pronunciation problems; 4-6 breakdowns.
	1	Often unintelligible; > 6 breakdowns.
Comprehension	5	Understands prompts immediately; 0 repetitions/paraphrases needed.
	4	Needs 1 repetition/paraphrase before responding appropriately.
	3	Needs 2 repetitions/paraphrases before responding appropriately.
	2	Needs 3-4 repetitions/paraphrases; sometimes responds inappropriately.
	1	Fails to understand most prompts even after repetition (> 4) and/or cannot respond appropriately.

b) The Classification of the students' Score

Table 3. 4 The Classification Score.²²

Classification	Score
Excellent	86-100

²² Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (edisi revisi) (Jakarta: PT. Bumi Aksara, 2005), p.245

Good	71-85
Fair	56-70
Poor	40-55
Very Poor	≤ 40

c) Scoring the Students' Speaking of Pre-test and Post-test

Table 3. 5 Students' Scoring of pre-test and post-test

Score =	Students' correct	$\times 100$
	The total item	

- a. The mean score calculated using the following formula:

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

In which

M= Mean score

$\sum x$ = Total score

N= The total number of students²³

- b. Calculating the standard deviation by using the following formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where:

SD= Standard Deviation

$\sum X^2$ = Total of all deviations after being squared

²³ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta Bumi Aksara, 2009).

N = Total of number of sample

- c. Calculating the rate percentage of the students' score by using the following formula:

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

Where:

P = Percentage

F = Frequency

N = Total of number of sample

- d. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

D = Mean of the differences between pre-test and post-test scores

$\sum D$ = Sum of the differences

$\sum D^2$ = Sum of the squares of the differences

N = Number of students

t = t-value calculated

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings of the research conducted to determine the influence of the Falou application on students' speaking ability at SMPN 1 Parepare. The results are based on the students' performance in the pre-test and post-test, which were analyzed using quantitative methods. The presentation includes students' speaking scores before and after the treatment, descriptive statistical analysis, and inferential statistical results through the paired sample t-test.

1. Students' Speaking Scores

Table 4. 1 Speaking Scores

No.	Category	Score			
		Pre-test		Post-test	
		Score	Classify	Score	Classify
1	Maximal	76	Good	100	Excellent
2	Minimal	20	Very Poor	40	Poor
3	Mean	36,38	Very Poor	67,5	Fair
4	Median	30	Very Poor	66	Fair
5	Mode	20	Very Poor	56	Fair

The table summarizes five descriptive indicators of students' speaking scores for N = 32 learners at two time points (pre-test and post-test): maximum, minimum, mean, median, and mode, along with the corresponding category for each value. Together, these indicators describe both the best/weakest performance and the typical performance of the class before and after the intervention.

The test results are displayed as follows:

a) The speaking score is determined through five separate evaluation aspects

Table 4. 2 Scores of Grammar

No.	Category	Score			
		Pre-test		Post-test	
		Score	Classify	Score	Classify
1	Maximal	80	Excellent	100	Excellent
2	Minimal	20	Very Poor	40	Poor
3	Mean	32,5	Very Poor	61,88	Fair
4	Median	20	Very Poor	60	Fair
5	Mode	20	Very Poor	60	Fair

The grammar results show a clear improvement from the pre-test to the post-test. In the pre-test, the highest score was 80 (classified Excellent) while the lowest score was 20 (Very Poor), and the average performance was low (mean 32.5, Very Poor) with the median and mode both at 20 (Very Poor), indicating that many students clustered at a weak level. After the treatment, the maximal score increased to 100 (Excellent) and the minimal score rose to 40 (Poor). More importantly, the mean increased to 61.88 (Fair), and both the median and mode shifted to 60 (Fair), suggesting that the typical student performance moved upward from “Very Poor” into the “Fair” category.

Table 4. 3 Scores of Vocabulary

No.	Category	Score			
		Pre-test		Post-test	
		Score	Classify	Score	Classify
1	Maximal	80	Good	100	Excellent
2	Minimal	20	Very Poor	40	Poor
3	Mean	36,25	Very Poor	73,75	Good
4	Median	40	Poor	80	Good
5	Mode	20	Very Poor	60	Fair

The vocabulary scores also improved substantially between the two tests. On the pre-test, the maximum score was 80 (Good) and the minimum was 20 (Very Poor), while the mean score was 36.25 (Very Poor), showing generally weak vocabulary mastery; the median was 40 (Poor) and the mode was 20 (Very Poor), meaning many students still concentrated at the lowest level. In the post-test, the highest score increased to 100 (Excellent) and the lowest score rose to 40 (Poor). The mean jumped to 73.75 (Good), and the median improved to 80 (Good), indicating stronger overall vocabulary achievement; although the mode became 60 (Fair), the central tendency measures (mean/median) suggest that most students progressed into higher performance categories.

Table 4. 4 Scores of Comprehension

No.	Category	Score			
		Pre-test		Post-test	
		Score	Classify	Score	Classify
1	Maximal	80	Good	100	Excellent
2	Minimal	20	Very Poor	40	Poor
3	Mean	41,88	Poor	70,63	Fair
4	Median	40	Poor	80	Good
5	Mode	40	Poor	80	Good

The comprehension data similarly indicate progress from pre-test to post-test. Initially, the maximum score was 80 (Good) and the minimum was 20 (Very Poor), with a mean of 41.88 (Poor); both the median and mode were 40 (Poor), showing that the typical comprehension level was still limited. In the post-test, the maximum reached 100 (Excellent) and the minimum increased to 40 (Poor). The mean rose to 70.63 (Fair), while the median and mode both increased to 80 (Good), suggesting not only improvement in average performance but also a stronger concentration of students achieving “Good” comprehension after the intervention.

Table 4. 5 Scores of Fluency

No.	Category	Score			
		Pre-test		Post-test	
		Score	Classify	Score	Classify
1	Maximal	80	Good	100	Excellent
2	Minimal	20	Very Poor	40	Poor
3	Mean	33,13	Very Poor	59,38	Fair
4	Median	20	Very Poor	60	Fair
5	Mode	20	Very Poor	40	Poor

The fluency scores indicate a noticeable improvement from the pre-test to the post-test. In the pre-test, the maximum score was 80 (Good) while the minimum was 20 (Very Poor). The mean score was 33.13 (Very Poor), and both the median and mode were 20 (Very Poor), showing that many students were concentrated at a low fluency level before the treatment. After the treatment, the maximum score increased to 100 (Excellent) and the minimum score rose to 40 (Poor). The mean improved to 59.38 (Fair) and the median shifted to 60 (Fair), suggesting that the typical student's fluency moved upward into a higher category, although the mode at 40 (Poor) still shows that some students remained at a lower level.

Table 4. 6 Scores of Pronunciation

No.	Category	Score			
		Pre-test		Post-test	
		Score	Classify	Score	Classify
1	Maximal	80	Good	100	Excellent
2	Minimal	20	Very Poor	40	Poor
3	Mean	38,13	Very Poor	71,88	Good
4	Median	40	Poor	80	Good
5	Mode	20	Very Poor	80	Good

The pronunciation results also show strong progress between the two tests. In the pre-test, the highest score was 80 (Good) and the lowest score was 20 (Very Poor),

with a mean of 38.13 (Very Poor). The median was 40 (Poor) and the mode was 20 (Very Poor), indicating that pronunciation ability was generally weak and many students clustered at the lowest score. In the post-test, the maximum score increased to 100 (Excellent) and the minimum improved to 40 (Poor). The mean rose substantially to 71.88 (Good), and both the median and mode became 80 (Good), showing that not only did the average performance improve, but many students also achieved and clustered around a “Good” level of pronunciation after the intervention.

b) The classification of students’ speaking performance

Table 4. 7 Speaking Classification

No.	Student	Pre Test		Post Test	
		Frequency	Percentage	Frequency	Percentage
1	Excellent	0	0	5	15,63
2	Good	3	9,38	10	31,25
3	Fair	3	9,38	11	34,38
4	Poor	6	18,75	6	18,75
5	Very Poor	20	62,5	0	0
Total		32	100%	32	100%

The findings presented in the table above show the classification of students’ speaking performance in both the pre-test and post-test. The assessment was based on five indicators of speaking ability, namely grammar, vocabulary, comprehension, fluency, and pronunciation. In the pre-test, the majority of students were classified in the lower levels of performance. Specifically, 20 students (62.5%) were categorized as Very Poor, and 6 students (18.75%) were in the Poor category. Only 6 students (18.75%) achieved Fair or higher, consisting of 3 students (9.38%) in Fair and 3 students (9.38%) in Good, while no student reached the Excellent category. These

results indicate that before the intervention, most students struggled to perform well across all speaking indicators.

After the implementation of the intervention, the students' performance improved considerably. The number of students classified as Excellent increased to 5 (15.63%), while 10 students (31.25%) were categorized as Good, and 11 students (34.38%) as Fair. The Poor category remained at 6 students (18.75%), whereas the Very Poor category completely disappeared (0%). In general, the proportion of students who achieved Fair or higher rose from 18.75% in the pre-test to 81.25% in the post-test. This upward shift demonstrates that a significant number of students moved from lower to higher levels of proficiency after receiving the treatment.

Overall, the findings reveal that the intervention brought a positive impact on students' speaking ability. Most students progressed from Very Poor and Poor levels to Fair, Good, and even Excellent levels. The disappearance of the Very Poor category and the emergence of the Excellent group indicate substantial improvement among the learners. Although a few students remained in the Poor category, the overall results clearly show that the intervention effectively enhanced students' performance across all five indicators of speaking skills.

Table 4. 8 Grammar Classification

No.	Student	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
1	Excellent	0	0	3	9,38
2	Good	1	3,13	4	12,5
3	Fair	5	15,63	18	56,25
4	Poor	7	21,88	7	21,88
5	Very Poor	19	59,38	0	0
Total		32	100	32	100

The grammar classification shows a strong shift toward higher achievement after the post-test. In the pre-test, most students were in the Very Poor category (19 students; 59.38%), while only 1 student (3.13%) reached Good and none were Excellent. After the treatment, the Very Poor category dropped to 0%, and the largest group moved into Fair (18 students; 56.25%). In addition, Excellent and Good increased to 3 students (9.38%) and 4 students (12.5%) respectively, while Poor remained the same at 7 students (21.88%). Overall, the distribution indicates clear improvement, with students moving from the lowest category into mid-to-higher classifications.

Table 4. 9 Vocabulary Classification

No.	Student	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
1	Excellent	0	0	6	18,75
2	Good	2	6,25	12	37,5
3	Fair	5	15,63	12	37,5
4	Poor	10	31,25	2	6,25
5	Very Poor	15	46,88	0	0
Total		32	100	32	100

The vocabulary classification also demonstrates substantial improvement from pre-test to post-test. Before the treatment, nearly half of the students were classified as Very Poor (15 students; 46.88%) and about one-third were Poor (10 students; 31.25%), while no students achieved Excellent. In the post-test, the Very Poor category decreased to 0%, and Poor dropped sharply to only 2 students (6.25%). At the same time, higher categories increased markedly: Excellent rose to 6 students (18.75%), and both Good and Fair became the dominant groups with 12 students each

(37.5%). This pattern shows that most students progressed from low vocabulary levels into fair, good, and excellent performance.

Table 4. 10 Comprehension Classification

No.	Student	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
1	Excellent	0	0	4	12,5
2	Good	3	9,38	13	40,63
3	Fair	7	21,88	11	34,38
4	Poor	12	37,5	4	12,5
5	Very Poor	10	31,25	0	0
Total		32	100	32	100

The comprehension classification indicates improvement across the group after the post-test. In the pre-test, the majority of students were in the lower categories, with Poor (12 students; 37.5%) and Very Poor (10 students; 31.25%) forming the largest proportions, and no students reaching Excellent. In the post-test, Very Poor decreased to 0%, and Poor reduced to 4 students (12.5%). Meanwhile, higher classifications increased: Good became the largest category (13 students; 40.63%), Fair rose to 11 students (34.38%), and Excellent appeared with 4 students (12.5%). These changes suggest that students' comprehension ability improved notably, shifting from predominantly low-level performance to mainly fair and good achievement.

Table 4. 11 Fluency Classification

No.	Student	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
1	Excellent	0	0	3	9,38
2	Good	2	6,25	6	18,75
3	Fair	5	15,63	10	31,25
4	Poor	5	15,63	13	40,63
5	Very Poor	20	62,5	0	0
Total		32	100	32	100

The fluency classification shows a major improvement in students' performance from pre-test to post-test. In the pre-test, most students were categorized as Very Poor (20 students; 62.5%), while smaller groups fell into Good (2 students; 6.25%), Fair (5 students; 15.63%), and Poor (5 students; 15.63%), with no students reaching Excellent. After the treatment, the Very Poor category dropped to 0%, indicating that no students remained at the lowest level. The largest group shifted to Poor (13 students; 40.63%), followed by Fair (10 students; 31.25%), while Good increased to 6 students (18.75%) and Excellent emerged with 3 students (9.38%). Overall, the distribution suggests that many students moved upward from very low fluency into higher categories, even though a considerable number were still concentrated in the lower-middle level (Poor) in the post-test.

Table 4. 12 Pronunciation Classification

No.	Student	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
1	Excellent	0	0	5	15,63
2	Good	5	15,63	13	40,63
3	Fair	2	6,25	10	31,25
4	Poor	10	31,25	4	12,5
5	Very Poor	15	46,88	0	0
Total		32	100	32	100

The pronunciation classification also reflects strong progress between the pre-test and post-test. In the pre-test, nearly half of the students were in Very Poor (15 students; 46.88%) and another 10 students (31.25%) were Poor, while only 5 students (15.63%) were Good and 2 students (6.25%) were Fair, with none classified as Excellent. In the post-test, both Very Poor and Poor decreased sharply, with Very Poor falling to 0% and Poor reducing to 4 students (12.5%). At the same time, higher

achievement levels increased: Fair rose to 10 students (31.25%), Good became the dominant category with 13 students (40.63%), and Excellent appeared with 5 students (15.63%). This shift indicates that students' pronunciation improved substantially, moving from mostly low categories before the treatment to mainly fair and good levels afterward.

c) Descriptive of Pre-test and Post-test

Table 4. 13 Descriptive Statistics of Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Sample	32	20,00	76,00	36,37	17,95
Valid N (listwise)	32				

The descriptive statistics of the pre-test scores are shown in Table 4.13 as presented, a total of 32 students participated in the pre-test. The students' scores ranged from a minimum value of 20.00 to a maximum value of 76.00, indicating a wide gap between the lowest and highest levels of initial performance.

The mean score was 36.37, which suggests that, on average, students demonstrated a relatively low level of speaking proficiency before the treatment was given. Additionally, the standard deviation of 17.95 reflects a high degree of variability among the students' scores, meaning that the participants had noticeably different levels of ability at the start of the study.

Overall, the descriptive data show that the students began with varied and generally low pre-test performance, supporting the need for an instructional intervention to improve their speaking skills.

Table 4. 14 Descriptive Statistics of Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
post tes	32	40,00	100,00	67,50	16,18
Valid N (listwise)	32				

The descriptive statistics of the post-test scores are displayed in Table 4.14 As shown, 32 students participated in the post-test, the same number as in the pre-test. The students' post-test scores ranged from a minimum score of 40.00 to a maximum score of 100.00, indicating that all students showed improvement and some even reached the highest possible score.

The mean score increased to 67.50, which demonstrates a substantial improvement in students' speaking performance after the treatment was implemented. This increase suggests that the instructional intervention had a positive effect on students' achievement. The standard deviation of 16.18 indicates a moderate spread of scores. Although the variability is still present, it is slightly lower than in the pre-test, suggesting that students' abilities became more consistent after receiving the treatment.

Overall, the descriptive results show that students performed much better in the post-test compared to the pre-test, with higher average scores and a higher minimum score, indicating a general improvement in their speaking skills.

d) Paired Sample T-Test

The paired sample t-test was conducted to determine whether there was a significant difference between the students' speaking scores in the pre-test and post-test after receiving the treatment through the Falou application. The results of the analysis are presented in table below.

Table 4. 15 Paired Sample T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-31,12500	11,74940	2,07702	-35,36111	-26,88889	-14,985	31	,000

Based on the results of the statistical analysis, the obtained t-count value (t_o) from the paired sample t-test was -14.985 . To determine whether this value is statistically significant at the 95% confidence level or $\alpha = 0.05$, it must be compared with the t-table (critical value) from the t-distribution table.

To find the t-table value, the degree of freedom (df) must first be determined. The df for a paired sample t-test is $N - 1$, and in this study the number of participants was 32. Therefore, $df = 32 - 1 = 31$. Referring to the t-distribution table for $df = 31$ at the 0.05 significance level (two-tailed), the corresponding t-table value is 2.040.

If the calculated t-count exceeds the t-table value, then the difference between the pre-test and post-test scores is considered significant. In this research, the absolute value of the t-count ($|-14.985| = 14.985$) is much greater than the t-table value of 2.040. This result indicates a statistically significant difference between the students' pre-test and post-test scores.

Thus, the null hypothesis (H_0), which states that there is no significant improvement in students' speaking ability after using the Falou application, is rejected. Conversely, the alternative hypothesis (H_1), which states that there is a significant improvement in students' speaking ability after being taught using the Falou application, is accepted.

Because the t-count was far greater than the t-table, and because the sig. value (.000) was lower than 0.05, it can be concluded that the use of the Falou application had a significant and positive effect on the students' speaking performance.

B. Discussion

This research was conducted to examine the influence of using the Falou application on the speaking ability of eighth-grade students at SMPN 1 Parepare. This study employed a pre-experimental design using one group with pre-test and post-test to measure students' speaking ability before and after the treatment. The sample of this research was 32 students from class VIII-1, chosen through purposive sampling. The data were collected through three main stages: pre-test, treatment, and post-test. In both tests, students' speaking performance was assessed based on five speaking components, namely pronunciation, fluency, vocabulary, grammar, and comprehension. During the treatment, students practiced speaking through Falou learning activities that covered daily communication topics such as Introducing Yourself, Answering Simple Questions, Ordering Food and Drinks, and Buying New Things for Yourself.

Based on the descriptive statistics, students' speaking ability increased after using the Falou application. The pre-test results showed that students still had low initial speaking performance, with a mean score of 36.37 (minimum 20.00 and maximum 76.00). After the treatment, the post-test mean score increased to 67.50 (minimum 40.00 and maximum 100.00). This improvement indicates that the students' speaking ability developed after they practiced using the Falou application during the treatment sessions. This finding is in line with Li, who reported through a meta-analysis that mobile-assisted language learning (MALL) is more effective than traditional methods

for developing learners' speaking skills, mainly because mobile learning expands practice opportunities and supports repeated engagement with speaking tasks.²⁴

The classification results also strengthened the evidence of improvement. In the pre-test, most students were classified as "Very Poor" (20 students or 62.5%) and "Poor" (6 students or 18.75%), and none of the students reached the Excellent category. However, after the treatment, the classification changed positively: 5 students (15.63%) reached the "Excellent" category, 10 students (31.25%) were in "Good", and 11 students (34.38%) were in "Fair", while the "Very Poor" category disappeared completely (0%). These results show that many students moved from low categories to higher categories after the intervention.

To confirm whether the improvement was statistically significant, a paired sample t-test was applied. The results showed that the t-value obtained was $t = -14.985$ with $df = 31$ and $\text{Sig. (2-tailed)} = 0.000$, which is smaller than 0.05. The negative sign on the t-value indicates that the post-test scores were higher than the pre-test scores (because the calculation in the table is pre test – post test). For decision-making, the important part is the absolute value of t ($|t|$), so $|-14.985| = 14.985$, which is far greater than the t-table value 2.040. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, meaning that using the Falou application significantly improved the students' speaking ability.

The significant improvement can be interpreted from the learning process provided by Falou. Based on the research background, many students were initially shy and lacked confidence to speak English, and they faced difficulties such as limited vocabulary, weak grammar, and mispronunciation. Falou provides a supportive environment for practice through its user-friendly features such as guided conversations, speech recognition, and instant feedback, which can help students practice more actively and repeatedly. This interpretation is supported by Ngo, Chen,

²⁴ Rui Li, "Effects of Mobile-Assisted Language Learning on Foreign Language Learners' Speaking Skill Development" 28, no. 1 (2024).

and Lai, who found in a meta-analysis that automatic speech recognition (ASR) has a medium overall effect on ESL/EFL pronunciation performance, and the effect is stronger when learners receive explicit corrective feedback.²⁵ In addition, Sun reported that ASR-supported learning (combined with structured learning activities) can improve learners' pronunciation and also contribute to improvement in broader speaking performance, indicating that ASR can support both accuracy and overall speaking development.²⁶

Furthermore, the improvement can also be seen in specific indicators. For example, in pronunciation, the descriptive result increased from a mean score of 38.13 in the pre-test to 71.88 in the post-test, showing progress after the treatment. This supports the idea that regular exposure to spoken models and pronunciation checking (through speech recognition feedback) can help students pronounce words more accurately.

The results of this study are also consistent with previous studies discussed in the literature review. A study by Saragih, Ramadhan, and Daulay reported that Falou contributed to improvement in speaking aspects such as grammar, pronunciation, and confidence.²⁷ Other research related to language-learning applications (such as Duolingo and ELSA Speak) also showed positive influence on speaking performance, especially in vocabulary, pronunciation, and confidence, because the applications provide flexible practice and feedback. Therefore, the findings of this research strengthen the evidence that mobile-assisted language learning tools can support students' speaking development.

²⁵ Thuy Thi-nhu Ngo, Howard Hao-jan Chen, and Kyle Kuo-wei Lai, "The Effectiveness of Automatic Speech Recognition in ESL / EFL Pronunciation : A Meta-Analysis" 36 (2024).

²⁶ Michael Thomas and Weina Sun, "The Impact of Automatic Speech Recognition Technology on Second Language Pronunciation and Speaking Skills of EFL Learners: A Mixed Methods Investigation," no. August (2023).

²⁷ Saragih, Ramadhan, and Daulay, "The Effect of Falou Application in Improving Students' Speaking Skill."

In conclusion, based on the improvement in descriptive scores, classification changes, and the significant result of the paired t-test, the use of the Falou application gave a positive and significant influence on students' speaking ability at SMPN 1 Parepare.



CHAPTER V

CLOSING

A. Conclusion

This research was conducted to find out whether the Falou application influences the speaking ability of the eighth-grade students at SMPN 1 Parepare. The research used a pre-experimental design with one group using pre-test and post-test, and involved 32 students from class VIII-1 selected through purposive sampling. Students' speaking was measured through five components: pronunciation, fluency, vocabulary, grammar, and comprehension, and the treatment topics in Falou were related to daily communication.

Based on the results, students' speaking ability improved after the treatment. The mean score increased from 36.37 in the pre-test to 67.50 in the post-test, showing better speaking performance after learning and practicing through Falou.

In addition, the improvement was statistically significant. The paired sample t-test showed $t = -14.985$, $df = 31$, and $\text{Sig. (2-tailed)} = 0.000$, which is smaller than 0.05. This means the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Therefore, it can be concluded that using the Falou application gives a positive and significant influence on the students' speaking ability at SMPN 1 Parepare.

B. Suggestion

Based on the findings of this research on the influence of using the Falou application on students' speaking ability at SMPN 1 Parepare, the researcher provides several suggestions for students, teachers, and future researchers as follows:

1. For the Students

Students are suggested to use the Falou application regularly, not only during class but also outside the classroom. Regular practice will help students become more familiar with English expressions and improve their confidence in speaking.

2. For the Teachers

Teachers are suggested to integrate Falou as an additional learning tool to provide more speaking practice for students. The application can be used to support daily conversation topics and help students practice in a more interactive way.

3. For Future Researchers

This research still has several limitations; therefore, future researchers are encouraged to conduct further studies in a similar area by improving the research methodology, or to use the present study as a reference to investigate the use of the Falou application as a learning medium in different teaching contexts. Further research is important because it can provide deeper insight for researchers and help clarify the benefits of using technology-based media in teaching English, particularly in improving students' speaking ability.

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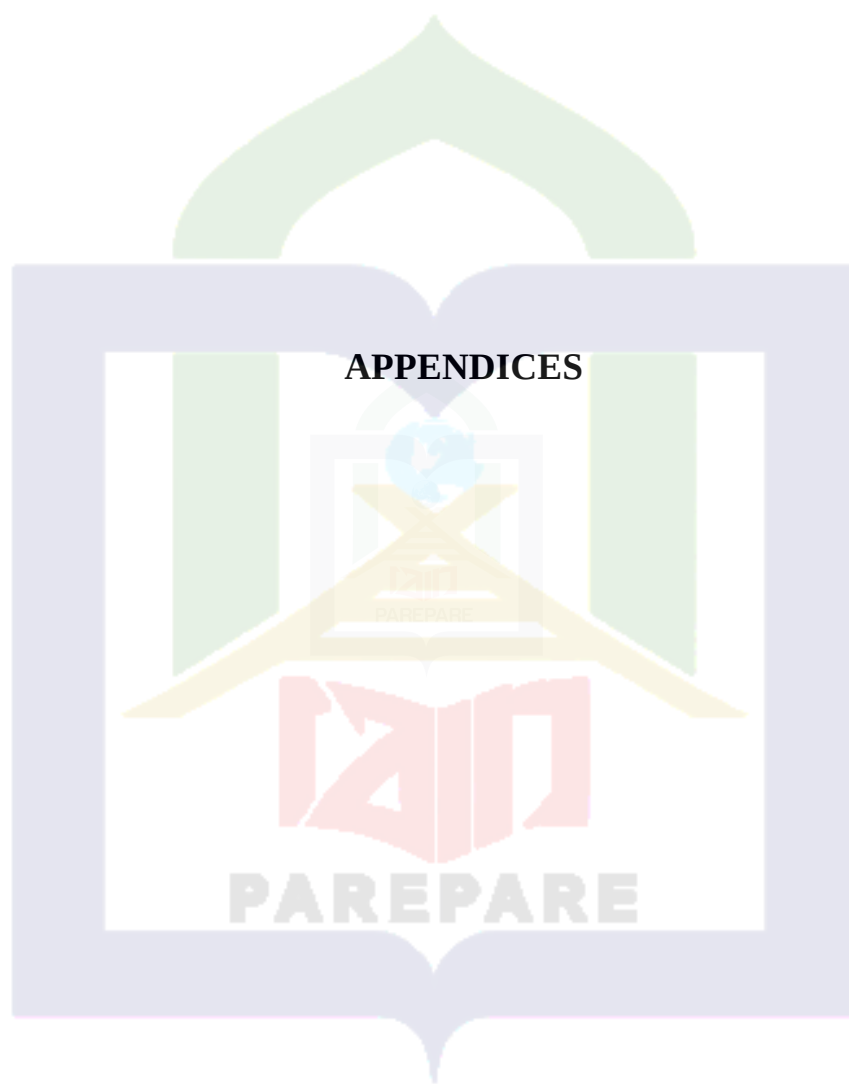
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Appendix I

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id INSTRUMEN PENELITIAN PENULISAN SKRIPSI
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Name of The Student : Srywulan Handayani

The Title of Thesis : The Influence Of Using The Falou Application
On Students' Speaking Ability at SMPN 1
Parepare

Student Reg. Number : 2120203888203040

Faculty : Tarbiyah

Study Program : English Education Program

Instrument : Speaking Test (Giving Instruction Technique)

Speaking Test**➤ Pre-test Instruction****Instruction for Students:**

You will receive several instructions from the researcher. Please respond orally in English based on the given prompts.

1) Introduce Yourself

“Please introduce yourself. Tell your name, age, where you live and your hobby).

2) Answering Simple Questions

The researcher will ask 5 simple questions, such as:

- Where are you from?
- What do you do?
- What time do you go to school?
- What do you usually do after school?

3) Ordering Food and Drinks (Role-play)

“Imagine you are in a canteen. Please order food and a drink. Mention what you want and ask the price.”

(Example: “I would like ... / Can I have ...? / How much is it?”)

4) Buying New Things (Role-play)

“Imagine you want to buy a T-shirt at a shop. Ask the price and choose the size/color.”

(Example: “How much is this? / Do you have size M? / I want the blue one.”)

➤ **Post-test Instruction**

Instruction for Students:

You will receive several instructions from the researcher. Please respond orally in English based on the given prompts.

1) Introduce Yourself

“Please introduce yourself. Tell your name, class, where you live, and your dream job.”

2) Answering Simple Questions

The researcher will ask 3 simple questions, such as:

- “What do you do on Sunday?”
- “What is your favorite food?”
- “Do you like English? Why?”

3) Ordering Food and Drinks (Role-play)

“Imagine you are in a restaurant. Order one food and one drink. Ask the price and say ‘thank you’ politely.”

4) Buying New Things (Role-play)

“Imagine you want to buy a bag or shoes. Ask the price, and ask if there is another color. Then decide to buy it.”

Parepare, 1 September 2025

Consultant Commission

Dr. Abdul Haris Sunubi, S.S, M.Pd.

EIN. 19750308 200604 1 001

Appendix II

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : SMPN 1 Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Topik : Speaking Practice with Falou Application

Alokasi Waktu : 2 × 45 menit (6 pertemuan)

➤ Media:

- Aplikasi Falou
- Alat tulis

➤ Kompetensi Dasar:

- Mampu berkomunikasi secara lisan dalam Bahasa Inggris di kehidupan sehari-hari.
- Meningkatkan kemampuan berbicara melalui pembelajaran dengan aplikasi Falou.

➤ Tujuan Pembelajaran:

- Siswa dapat meningkatkan keterampilan berbicara Bahasa Inggris dengan menggunakan aplikasi Falou.
- Siswa dapat berlatih berbahasa Inggris secara mandiri.
- Siswa merasa percaya diri berbicara Bahasa Inggris setelah menggunakan aplikasi Falou.

Berikut adalah Langkah-langkah penelitian disetiap pertemuan dalam bentuk table:

Perte- muan	Waktu	Kegiatan
1	2 × 45 menit	Topik – Pre-test • Membuka Pelajaran (salam, presensi, dan menyampaikan tujuan) – 15 menit • Memberikan motivasi tentang pentingnya speaking dalam kehidupan sehari-hari – 5 menit • Pre-test (65 menit): guru memberikan oral test kepada siswa satu persatu di depan kelas. • Memberi dorongan semangat dan menutup dengan penjelasan bahwa pertemuan selanjutnya akan menggunakan aplikasi – 5 menit
2	2 × 45 menit	Topik – “Introducing Yourself” • Membuka Pelajaran (salam, presensi, dan review singkat pembahasan pertemuan sebelumnya) – 15 menit • Memberikan motivasi tentang pentingnya pengenalan diri dalam membangun kepercayaan diri – 5 menit • Siswa menggunakan aplikasi Falou dengan topik <i>“Introducing Yourself”</i> – 50 menit • Tanya jawab singkat, pemberian umpan balik positif, dan penutup – 20 menit
3	2 × 45 menit	Topik – “Answering Simple Questions” • Membuka Pelajaran (salam, presensi, dan review singkat pembahasan pertemuan sebelumnya) – 15 menit

		• Motivasi pentingnya menjawab pertanyaan sederhana dalam percakapan sehari-hari – 5 menit • Siswa menggunakan aplikasi Falou dengan topik <i>“Answering Simple Questions”</i> - 50 menit • Tanya jawab singkat, pemberian umpan balik positif, dan penutup – 20 menit
4	2 × 45 menit	Topik – “Ordering Food and Drinks” • Membuka Pelajaran (salam, presensi, dan review singkat pembahasan pertemuan sebelumnya) – 10 menit • Motivasi tentang pentingnya ekspresi “Ordering Food and Drinks” dalam kehidupan nyata – 5 menit • Siswa menggunakan aplikasi Falou dengan topik <i>“Ordering Food and Drinks”</i> - 50 menit • Role-play sederhana (pesan makanan/minuman secara lisan) – 20 menit • Refleksi dan penutup – 5 menit
5	2 × 45 menit	Topik – “Buying New Things for Yourself” • Membuka Pelajaran (salam, presensi, dan pengantar topik) – 5 menit • Motivasi dengan mengaitkan materi pada pengalaman sehari-hari (berbelanja) – 5 menit • Siswa menggunakan aplikasi Falou dengan topik <i>“Buying New Things for Yourself”</i> - 55 menit • Simulasi percakapan belanja (contoh: <i>“What do you want to buy?”</i>, <i>“How much is it?”</i>) – 20 menit • Umpan balik dan penutup dengan informasi post-test – 5 menit

6	2 × 45 menit	Topik – Post-test • Membuka Pelajaran (salam, presensi, dan apresiasi antusias siswa) – 5 menit • Motivasi agar percaya diri saat tes akhir – 5 menit • Post-test (65 menit): guru memberikan oral test kepada siswa satu persatu di depan kelas. • Memberikan umpan balik, apresiasi, dan menutup kegiatan penelitian – 15 menit
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➤ Evaluasi

- Pre-test dan post-test untuk mengukur peningkatan keterampilan berbicara siswa dengan tema yang sama.

Speaking assessment rubric

Aspect	Score	Explanation
Grammar	1	Errors in grammar are frequent, but speaker can be understood by listener.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the

		most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interests of competence with reasonable

		ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is trully accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by listener.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

Operational Criteria for Analytical Speaking Scoring Rubric

Component	Score	Operational criteria (observable / countable indicators)
Grammar	5	0-1 minor errors AND 0 major errors; structures are consistently accurate.
	4	2-3 minor errors AND ≤ 1 major error; meaning remains clear.
	3	4-6 total errors OR 2-3 major errors; errors are noticeable but communication is generally maintained.
	2	7-10 total errors OR 4-6 major errors; frequent

		inaccuracies sometimes reduce clarity.
	1	> 10 total errors OR ≥ 7 major errors; persistent errors and communication often breaks down.
Vocabulary	5	Precise and appropriate word choice; 0-1 word-search events.
	4	Generally appropriate vocabulary; 2-3 word-search events.
	3	Adequate vocabulary for basic ideas; 4-6 word-search events.
	2	Limited vocabulary; frequent inappropriate word choice; 7-10 word-search events.
	1	Very limited vocabulary; message often cannot be delivered; > 10 word-search events.
Fluency	5	Speech flows smoothly; 0-1 long pauses (> 2 seconds).
	4	Mostly fluent; 2-3 long pauses (> 2 seconds).
	3	Occasionally halting; 4-6 long pauses (> 2 seconds).
	2	Frequently halting; 7-10 long pauses (> 2 seconds).
	1	Speech frequently stops; > 10 long pauses (> 2 seconds).
Pronunciation	5	Fully intelligible; 0 breakdowns (no repetition needed).
	4	Intelligible with minor issues; 1 breakdown.
	3	Generally intelligible; 2-3 breakdowns.
	2	Frequent pronunciation problems; 4-6 breakdowns.
	1	Often unintelligible; > 6

		breakdowns.
Comprehension	5	Understands prompts immediately; 0 repetitions/paraphrases needed.
	4	Needs 1 repetition/paraphrase before responding appropriately.
	3	Needs 2 repetitions/paraphrases before responding appropriately.
	2	Needs 3-4 repetitions/paraphrases; sometimes responds inappropriately.
	1	Fails to understand most prompts even after repetition (> 4) and/or cannot respond appropriately.

Appendix III

Descriptive Statistics Pre Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre tes	32	20,00	76,00	36,37	17,95
Valid N (listwise)	32				

Descriptive Statistics Post Test

	N	Minimum	Maximum	Mean	Std. Deviation
post tes	32	40,00	100,00	67,50	16,18
Valid N (listwise)	32				

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-31,12500	11,74940	2,07702	-35,36111	-26,88889	-14,985	31	,000

Appendix IV

The Students' Scores of Class VIII-1

Junior High School 1 Parepare

No.	Students	Grammar			
		Pre Test		Post Test	
		Score	Classify	Score	Classify
1	AZM	3	Fair	4	Good
2	AFM	1	Very Poor	3	Fair
3	AHM	1	Very Poor	3	Fair
4	AAF	1	Very Poor	3	Fair
5	AAQ	3	Fair	3	Fair
6	AKH	1	Very Poor	3	Fair
7	ANA	2	Poor	3	Fair
8	A	1	Very Poor	3	Fair
9	AKA	1	Very Poor	2	Poor
10	AH	3	Fair	5	Excellent
11	AAR	1	Very Poor	3	Fair
12	CAZ	1	Very Poor	2	Poor
13	DHP	1	Very Poor	2	Poor
14	DKR	1	Very Poor	3	Fair
15	DNS	3	Fair	4	Good
16	DRM	2	Poor	2	Poor
17	IIR	3	Fair	5	Excellent
18	KU	1	Very Poor	2	Poor
19	MAW	4	Good	5	Excellent
20	MAA	2	Poor	3	Fair
21	MAP	1	Very Poor	3	Fair
22	MGN	2	Poor	3	Fair
23	MNA	2	Poor	4	Good
24	MRA	2	Poor	3	Fair
25	NAA	1	Very Poor	3	Fair
26	NQY	1	Very Poor	3	Fair
27	NW	1	Very Poor	3	Fair
28	PR	1	Very Poor	3	Fair
29	QYR	1	Very Poor	3	Fair
30	RAS	1	Very Poor	2	Poor
31	YKI	2	Poor	4	Good
32	ZR	1	Very Poor	2	Poor

No.	Students	Vocabulary			
		Pre Test		Post Test	
		Score	Classify	Score	Classify
1	AZM	4	Good	5	Excellent
2	AFM	2	Poor	3	Fair
3	AHM	3	Fair	4	Good
4	AAF	2	Poor	4	Good
5	AAQ	3	Fair	4	Good
6	AKH	1	Very Poor	3	Fair
7	ANA	2	Poor	3	Fair
8	A	1	Very Poor	3	Fair
9	AKA	1	Very Poor	3	Fair
10	AH	4	Good	5	Excellent
11	AAR	2	Poor	3	Fair
12	CAZ	1	Very Poor	2	Poor
13	DHP	1	Very Poor	3	Fair
14	DKR	1	Very Poor	3	Fair
15	DNS	3	Fair	5	Excellent
16	DRM	2	Poor	4	Good
17	IIR	3	Fair	5	Excellent
18	KU	1	Very Poor	2	Poor
19	MAW	3	Fair	4	Good
20	MAA	1	Very Poor	4	Good
21	MAP	1	Very Poor	3	Fair
22	MGN	2	Poor	4	Good
23	MNA	2	Poor	4	Good
24	MRA	2	Poor	3	Fair
25	NAA	1	Very Poor	4	Good
26	NQY	1	Very Poor	5	Excellent
27	NW	1	Very Poor	4	Good
28	PR	2	Poor	5	Excellent
29	QYR	1	Very Poor	3	Fair
30	RAS	1	Very Poor	4	Good
31	YKI	2	Poor	4	Good
32	ZR	1	Very Poor	3	Fair

No.	Students	Comprehension			
		Pre Test		Post Test	
		Score	Classify	Score	Classify
1	AZM	4	Good	5	Excellent
2	AFM	2	Poor	3	Fair
3	AHM	3	Fair	4	Good
4	AAF	2	Poor	4	Good
5	AAQ	3	Fair	4	Good
6	AKH	1	Very Poor	2	Poor
7	ANA	2	Poor	4	Good
8	A	1	Very Poor	3	Fair
9	AKA	2	Poor	3	Fair
10	AH	4	Good	5	Excellent
11	AAR	2	Poor	3	Fair
12	CAZ	1	Very Poor	3	Fair
13	DHP	2	Poor	3	Fair
14	DKR	2	Poor	3	Fair
15	DNS	3	Fair	5	Excellent
16	DRM	3	Fair	3	Fair
17	IIR	3	Fair	4	Good
18	KU	1	Very Poor	2	Poor
19	MAW	4	Good	5	Excellent
20	MAA	2	Poor	4	Good
21	MAP	2	Poor	3	Fair
22	MGN	3	Fair	3	Fair
23	MNA	2	Poor	4	Good
24	MRA	2	Poor	3	Fair
25	NAA	2	Poor	4	Good
26	NQY	1	Very Poor	4	Good
27	NW	1	Very Poor	4	Good
28	PR	1	Very Poor	4	Good
29	QYR	1	Very Poor	4	Good
30	RAS	1	Very Poor	2	Poor
31	YKI	3	Fair	4	Good
32	ZR	1	Very Poor	2	Poor

No.	Students	Fluency			
		Pre Test		Post Test	
		Score	Classify	Score	Classify
1	AZM	3	Fair	4	Good
2	AFM	1	Very Poor	2	Poor
3	AHM	1	Very Poor	3	Fair
4	AAF	1	Very Poor	4	Good
5	AAQ	3	Fair	4	Good
6	AKH	1	Very Poor	2	Poor
7	ANA	2	Poor	3	Fair
8	A	1	Very Poor	2	Poor
9	AKA	1	Very Poor	2	Poor
10	AH	4	Good	5	Excellent
11	AAR	1	Very Poor	3	Fair
12	CAZ	1	Very Poor	2	Poor
13	DHP	1	Very Poor	2	Poor
14	DKR	1	Very Poor	3	Fair
15	DNS	3	Fair	5	Excellent
16	DRM	2	Poor	2	Poor
17	IIR	3	Fair	4	Good
18	KU	1	Very Poor	2	Poor
19	MAW	4	Good	5	Excellent
20	MAA	2	Poor	3	Fair
21	MAP	1	Very Poor	2	Poor
22	MGN	3	Fair	3	Fair
23	MNA	2	Poor	4	Good
24	MRA	2	Poor	2	Poor
25	NAA	1	Very Poor	3	Fair
26	NQY	1	Very Poor	3	Fair
27	NW	1	Very Poor	3	Fair
28	PR	1	Very Poor	3	Fair
29	QYR	1	Very Poor	2	Poor
30	RAS	1	Very Poor	2	Poor
31	YKI	1	Very Poor	4	Good
32	ZR	1	Very Poor	2	Poor

No.	Students	Pronunciation			
		Pre Test		Post Test	
		Score	Classify	Score	Classify
1	AZM	4	Good	4	Good
2	AFM	1	Very Poor	3	Fair
3	AHM	2	Poor	4	Good
4	AAF	2	Poor	4	Good
5	AAQ	4	Good	4	Good
6	AKH	1	Very Poor	3	Fair
7	ANA	2	Poor	4	Good
8	A	1	Very Poor	3	Fair
9	AKA	1	Very Poor	2	Poor
10	AH	4	Good	5	Excellent
11	AAR	3	Fair	3	Fair
12	CAZ	1	Very Poor	2	Poor
13	DHP	2	Poor	2	Poor
14	DKR	2	Poor	4	Good
15	DNS	4	Good	5	Excellent
16	DRM	2	Poor	3	Fair
17	IIR	3	Fair	5	Excellent
18	KU	1	Very Poor	2	Poor
19	MAW	4	Good	5	Excellent
20	MAA	2	Poor	4	Good
21	MAP	1	Very Poor	3	Fair
22	MGN	2	Poor	3	Fair
23	MNA	2	Poor	5	Excellent
24	MRA	1	Very Poor	3	Fair
25	NAA	1	Very Poor	4	Good
26	NQY	1	Very Poor	4	Good
27	NW	1	Very Poor	4	Good
28	PR	1	Very Poor	4	Good
29	QYR	1	Very Poor	3	Fair
30	RAS	1	Very Poor	4	Good
31	YKI	2	Poor	4	Good
32	ZR	1	Very Poor	3	Fair

Total scores of Pre Test

No.	Student Name	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Score
1	AZM	3	4	4	3	4	18
2	AFM	1	2	2	1	1	7
3	AHM	1	3	3	1	2	10
4	AAF	1	2	2	1	2	8
5	AAQ	3	3	3	3	4	16
6	AKH	1	1	1	1	1	5
7	ANA	2	2	2	2	2	10
8	A	1	1	1	1	1	5
9	AKA	1	1	2	1	1	6
10	AH	3	4	4	4	4	19
11	AAR	1	2	2	1	3	9
12	CAZ	1	1	1	1	1	5
13	DHP	1	1	2	1	2	7
14	DKR	1	1	2	1	2	7
15	DNS	3	3	3	3	4	16
16	DRM	2	2	3	2	2	11
17	IIR	3	3	3	3	3	15
18	KU	1	1	1	1	1	5
19	MAW	4	3	4	4	4	19
20	MAA	2	1	2	2	2	9
21	MAP	1	1	2	1	1	6
22	MGN	2	2	3	3	2	12
23	MNA	2	2	2	2	2	10
24	MRA	2	2	2	2	1	9
25	NAA	1	1	2	1	1	6
26	NQY	1	1	1	1	1	5
27	NW	1	1	1	1	1	5
28	PR	1	2	1	1	1	6
29	QYR	1	1	1	1	1	5
30	RAS	1	1	1	1	1	5
31	YKI	2	2	3	1	2	10
32	ZR	1	1	1	1	1	5

Total scores of Post Test

No	Student Name	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Score
1	AZM	4	5	5	4	4	22
2	AFM	3	3	3	2	3	14
3	AHM	3	4	4	3	4	18
4	AAF	3	4	4	4	4	19
5	AAQ	3	4	4	4	4	19
6	AKH	3	3	2	2	3	13
7	ANA	3	3	4	3	4	17
8	A	3	3	3	2	3	14
9	AKA	2	3	3	2	2	12
10	AH	5	5	5	5	5	25
11	AAR	3	3	3	3	3	15
12	CAZ	2	2	3	2	2	11
13	DHP	2	3	3	2	2	12
14	DKR	3	3	3	3	4	16
15	DNS	4	5	5	5	5	24
16	DRM	2	4	3	2	3	14
17	IIR	5	5	4	4	5	23
18	KU	2	2	2	2	2	10
19	MAW	5	4	5	5	5	24
20	MAA	3	4	4	3	4	18
21	MAP	3	3	3	2	3	14
22	MGN	3	4	3	3	3	16
23	MNA	4	4	4	4	5	21
24	MRA	3	3	3	2	3	14
25	NAA	3	4	4	3	4	18
26	NQY	3	5	4	3	4	19
27	NW	3	4	4	3	4	18
28	PR	3	5	4	3	4	19
29	QYR	3	3	4	2	3	15
30	RAS	2	4	2	2	4	14
31	YKI	4	4	4	4	4	20
32	ZR	2	3	2	2	3	12

Total Scores of Pre-test and Post-test

No	Student Name	Pre-test	Post-test
1	AZM	18	22
2	AFM	7	14
3	AHM	10	18
4	AAF	8	19
5	AAQ	16	19
6	AKH	5	13
7	ANA	10	17
8	A	5	14
9	AKA	6	12
10	AH	19	25
11	AAR	9	15
12	CAZ	5	11
13	DHP	7	12
14	DKR	7	16
15	DNS	16	24
16	DRM	11	14
17	IIR	15	23
18	KU	5	10
19	MAW	19	24
20	MAA	9	18
21	MAP	6	14
22	MGN	12	16
23	MNA	10	21
24	MRA	9	14
25	NAA	6	18
26	NQY	5	19
27	NW	5	18
28	PR	6	19
29	QYR	5	15
30	RAS	5	14
31	YKI	10	20
32	ZR	5	12

Appendix V

SAMPLE TRANSCRIPTS OF STUDENTS' SPEAKING TEST (PRE-TEST AND POST-TEST)

- PRE-TEST TRANSCRIPT – STUDENT 1 (AZM)

Name: AZM

Scores: Grammar = 3; Vocabulary = 4; Comprehension = 4; Fluency = 3;
Pronunciation = 4

Transcript

1) Introduce Yourself

R: Please introduce yourself. Tell your name, age, where you live, and your hobby.

S: Good morning. My name is ADHARA ZAFIRA MAHARANI. I'm 14 years old. I live in Parepare. (pause 3s) My hobby is play badminton and watching movies. (um)

2) Answering Simple Questions

R: Where are you from?

S: I'm from Parepare.

R: What do you do?

S: (pause 3s) I am student in grade eleven.

R: What time do you go to school?

S: I go to school at seven in morning.

R: What do you usually do after school?

S: Yes?

R: What do you usually do after school?

S: (pause 3s) I usually do my homework and help my mother. Sometimes I watch movies.

3) Ordering Food and Drinks (Role-play)

R: Imagine you are in a canteen. Please order food and a drink and ask the price.

S: (pause 3s) Can I have chicken and an iced tea, please? (um) How much it is?

4) Buying New Things (Role-play)

R: Imagine you want to buy a T-shirt. Ask the price and choose the size and color.

S: Excuse me, how much is this T-shirt? (pause 3s) Do you have size M? I want the blue.

R: Which blue, light blue or dark blue?

S: Light blue, please.

Scoring

- Grammar = 3 (Several noticeable errors, but meaning is still clear and communication continues).

Evidence: “My hobby is play badminton...” (verb form); “I am student...” (missing article “a”); “in morning” (missing “the”); “How much it is?” (incorrect question order); inconsistency in verb forms: “is play... and watching...”.

- Vocabulary = 4 (Generally appropriate and varied for the tasks; occasional word-searching).

Evidence: Uses suitable words/phrases for the context, e.g., “grade eleven,” “do my homework,” “help my mother,” “Excuse me,” “size M,” “light blue.”

Two “um” moments show mild word-searching only.

- Comprehension = 4 (Understands most questions; may request one repetition but responds correctly afterward).

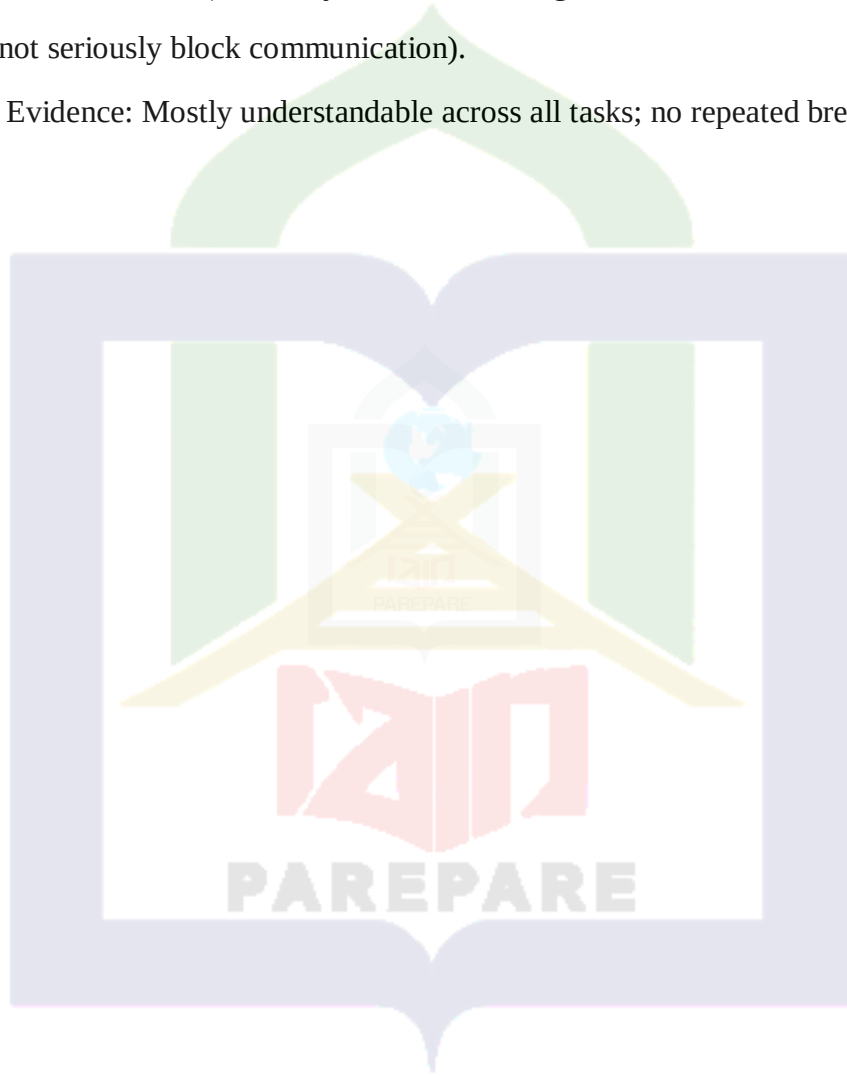
Evidence: The student needs one repetition (“What do you usually do after school?”) and then answers appropriately.

- Fluency = 3 (Speech is occasionally halting with several long pauses, but the student can complete responses).

Evidence: Multiple pauses of around 3 seconds occur across tasks.

- Pronunciation = 4 (Generally clear and intelligible; minor issues may appear but do not seriously block communication).

Evidence: Mostly understandable across all tasks; no repeated breakdowns.



- PRE-TEST TRANSCRIPT – STUDENT 2 (AFM)

Name: AFM

Scores: Grammar = 1; Vocabulary = 2; Comprehension = 2; Fluency = 1;
Pronunciation = 1

Transcript

1) Introduce Yourself

R: Please introduce yourself. Tell your name, age, where you live, and your hobby.

S: (pause 6s) My name... ADLI FAIZ MUSYAKKIR PRIANTO. (pause 5s) I... fourteen. I live... jalan mangga. (pause 6s) Hobby... play games.

2) Answering Simple Questions

R: Where are you from?

S: (pause 5s) From... Parepare.

R: Okay. What do you do?

S: (pause 6s) I... study.

R: What time do you go to school?

S:? (looks confused)

R: What time do you go to school? Morning?

S: (pause 6s) Yes... morning... seven.

R: What do you usually do after school?

S: (pause 7s) After school... (pause 5s) eat... and sleep... .

3) Ordering Food and Drinks (Role-play)

R: Imagine you are in a canteen. Please order food and a drink. Mention what you want and ask the price.

S: (pause 6s) Noodles... and... tea.

R: Could you say it in a sentence?

S: (pause 7s) I want noodles... tea. How much?

R: Sorry, what drink?

S: “ice ti” (pronunciation unclear)

R: Do you mean iced tea?

S: Yes... yes.

4) Buying New Things (Role-play)

R: Imagine you want to buy a T-shirt. Ask the price and choose the size and color.

S: (pause 6s) This... how much?

R: It is eighty thousand. What size do you want?

S: (pause 7s) Size... M... maybe.

R: What color do you want?

S: (pause 6s) purple. (pronunciation unclear) “purpel”

R: purple?

S: Yes....

Scoring

- Grammar = 1 (Sentences are rarely formed correctly; mistakes are frequent and basic; the student often speaks in word fragments).

Evidence: “I... fourteen,” “Hobby... play games,” “I... study,” “This... how much,” and “Size... M... maybe” show incomplete structures and missing key grammar elements (articles, verbs, and correct word order).

- Vocabulary = 2 (Vocabulary is limited and repetitive; relies mostly on simple, familiar words and struggles to use appropriate expressions).

Evidence: Uses basic words such as “study,” “morning,” “noodles,” “tea,” “purple,” and “how much,” but does not use common target expressions like “I would like...,” “Can I have...,” or “Do you have...?”.

- Comprehension = 2 (Understands some questions, but often needs repetition, simplification, or extra clues).

Evidence: Shows confusion with “What time do you go to school?” and answers only after the researcher adds a cue (“Morning?”).

- Fluency = 1 (Speech is very halting; frequent long pauses; struggles to maintain continuous speaking).

Evidence: Long pauses (often 5–7 seconds) appear throughout all tasks, disrupting communication flow.

- Pronunciation = 1 (Pronunciation is often unclear and difficult to understand; breakdowns occur and the listener needs clarification).

Evidence: The researcher confirms key words like “iced tea” and “purple” because pronunciation is unclear (“ice ti,” “purpel”).

- POST-TEST TRANSCRIPT – STUDENT 1 (AZM)

Name: AZM

Scores: Grammar = 4; Vocabulary = 5; Comprehension = 5; Fluency = 4;
Pronunciation = 4

Transcript

1) Introduce Yourself

R: Please introduce yourself. Tell your name, age, where you live, and your hobby.

S: My name is ADHARA ZAFIRA MAHARANI. I am fourteen years old. I live in Parepare. In my free time, I like playing badminton and watching movies because it is fun and relaxing.

2) Answering Simple Questions

R: Where are you from?

S: I'm from Parepare.

R: What do you do?

S: I am a student in eighth grade.

R: What time do you go to school?

S: I usually go to school at 7 a.m., and I leave my house at about 6.

R: What do you usually do after school?

S: After school, I usually do my homework, then I help my parents at home. Sometimes I play badminton with my friends.

R: What is your favorite subject?

S: My favorite subject is English because I like learning new words.

3) Ordering Food and Drinks (Role-play)

R: Imagine you are in a canteen. Please order food and a drink. Mention what you want and ask the price.

S: Excuse me. Can I have fried rice and an iced tea, please? Um, how much is it?

4) Buying New Things (Role-play)

R: Imagine you want to buy a T-shirt at a shop. Ask the price and choose the size and color.

S: Excuse me, how much is this T-shirt? Do you have size M? I want the blue one, please.

Scoring Evidence (in English)

- Grammar = 4 (Grammar is mostly accurate and consistent).
Evidence: Uses correct structures and articles, e.g., “I am a student in eighth grade,” “I usually go to school...,” “Can I have...?”; any mistakes are minor and do not affect meaning.
- Vocabulary = 5 (Vocabulary is varied and appropriate for Grade 8 speaking tasks).
Evidence: Uses useful expressions such as “in my free time,” “fun and relaxing,” “usually,” “at about...,” “favorite subject,” and polite requests like “Excuse me” and “Can I have...?”.
- Comprehension = 5 (Understands all questions immediately and answers appropriately without asking for repetition).
- Fluency = 4 (Speech is generally smooth and connected; only a small hesitation “Um” that does not interrupt communication).
- Pronunciation = 4 (Pronunciation is clear and understandable for communication; minor issues do not block meaning).

- POST-TEST TRANSCRIPT – STUDENT 2 (AFM)

Name: AFM

Scores: Grammar = 3; Vocabulary = 3; Comprehension = 3; Fluency = 2;
Pronunciation = 3

Transcript

1) Introduce Yourself

R: Please introduce yourself. Tell your name, age, where you live, and your hobby.

S: Good morning, sis. My name is Adli Faiz. I'm fourteen years old. I live on Mangga street, in Parepare. (pause 4s) My hobby is playing games and listening to music.

2) Answering Simple Questions

R: Where are you from?

S: I'm from Parepare.

R: Okay. What do you do?

S: (pause 4s) I am a student.

R: What time do you go to school?

S: I go to school at seven o'clock in morning.

R: What do you usually do after school?

S: (pause 5s) Sorry size, after school?

R: Yes, after school.

S: I usually eat, take rest, and do my homework. Sometimes I play games with my friends.

3) Ordering Food and Drinks (Role-play)

R: Imagine you are in a canteen. Please order food and a drink. Mention what you want and ask the price.

S: (pause 5s) Excuse me. Can I have noodles and an iced tea, please?

S: How much is it?

R: It is fifteen thousand rupiah.

S: Okay, thank you.

R: Iced tea?

S: Yes, iced tea. (minor pronunciation issue but corrected)

4) Buying New Things (Role-play)

R: Imagine you want to buy a T-shirt. Ask the price and choose the size and color.

S: Excuse me, how much is this T-shirt? (pause 4s) Do you have size M?

R: Yes, we do. What color do you want?

S: (pause 4s) I want the purple one. (pronounced slightly unclear: “purpel” but still understandable)

R: Purple?

S: Yes, purple.

Scoring

- Grammar = 3 (Basic sentence patterns are mostly correct, but there are still noticeable errors).

Evidence: Correct patterns such as “My name is...,” “I am a student,” “Can I have...?” appear, but errors like “in morning,” “take rest,” and an inaccurate address (“sis/size”) show inconsistent accuracy.

- Vocabulary = 3 (Sufficient vocabulary for the tasks, but still simple and repetitive).

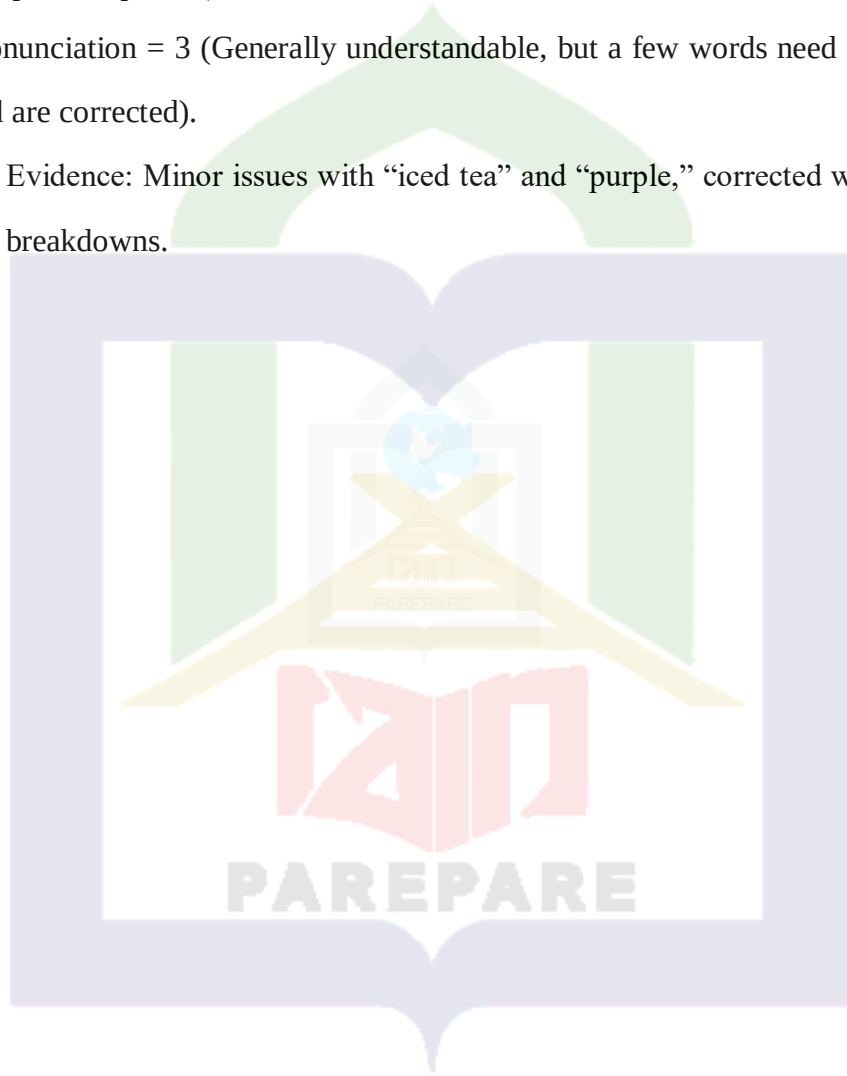
Evidence: Uses expressions such as “Excuse me,” “Can I have...,” “How much is it?,” “size M,” and “the purple one,” but with limited variety.

- Comprehension = 3 (Understands most questions, but needs one brief clarification).

Evidence: Asks clarification for “after school?” before giving a relevant answer.

- Fluency = 2 (Speech is hesitant with several long pauses, but the student can complete responses).
- Pronunciation = 3 (Generally understandable, but a few words need confirmation and are corrected).

Evidence: Minor issues with “iced tea” and “purple,” corrected without major breakdowns.



Appendix VI



**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3721 TAHUN 2024
TENTANG**

**PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH	
Menimbang	: a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2024; b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	: 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; 10. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2024, tanggal 30 November 2023 tentang DIPA IAIN Parepare Tahun Anggaran 2024;
Memperhatikan	: a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2024, tanggal 30 November 2023 tentang DIPA IAIN Parepare Tahun Anggaran 2024; b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 157 Tahun 2024, tanggal 22 Januari 2024 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2024.
Menetapkan	: MEMUTUSKAN KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2024;
Kesatu	: Menunjuk saudara; Dr. Abd. Haris Sunubi, M.Pd. Sebagai pembimbing bagi mahasiswa : Nama : Srywulan Handayani NIM : 2120203888203040 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The influence of using the Falou application in Improving students' speaking ability at SMPN 1 Parepare
Kedua	: Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	: Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	: Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 10 Oktober 2024

Dekan,

[Signature]
Dr. Zulhah, M.Pd.
NIP. 19830420 200801 2 010



Appendix VII



**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-3794/In.39/FTAR.01/PP.00.9/11/2025

19 November 2025

Sifat : Biasa

Lampiran : -

H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di

KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : SRYWULAN HANDAYANI
Tempat/Tgl. Lahir : PALOPO, 04 November 2003
NIM : 2120203888203040
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : JL. A. MAKKASAU LR.10

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan Skripsi yang berjudul :

THE INFLUENCE OF USING THE FALOU APPLICATION ON STUDENTS' SPEAKING ABILITY AT SMPN 1 PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 19 November 2025 sampai dengan tanggal 19 Desember 2025.

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 VIII

SRN IP0000883



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpisp@pareparekota.go.id

IZIN PENELITIAN
Nomor : 883/IP/DPM-PTSP/11/2025

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA : **SRYWULAN HANDAYANI**
NAMA :

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **JL. A. MAKKASAU LR. 10**
UNTUK : ; melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE INFLUENCE OF USING THE FALOU APPLICATION ON STUDENTS' SPEAKING ABILITY AT SMPN 1 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 1 PAREPARE)**

LAMA PENELITIAN : **20 Oktober 2305 s.d 19 Desember 2025**

a. Izin Penelitian berlaku selama penelitian berlangsung
b. Izin ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **22 November 2025**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPISP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik



Appendix IX



PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 PAREPARE
Alamat : Jalan Karaeng Burane No. 18 Kec. Ujung Kel. Mallusetasi
Kota Parepare 91111 Prop. Sulawesi Selatan
Email : admin@smpn1parepare.sch.id Website : www.smpn1parepare.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/455/UPTDSMPN.1

Yang bertanda tangan di bawah ini, Kepala UPTD SMP Negeri 1 Parepare menerangkan bahwa :

Nama	: Srywulan Handayani
NIM	: 212020388203040
Fakultas / Program Studi	: Tarbiyah / English Education Program
Universitas / Lembaga	: Institut Agama Islam Negeri (IAIN) Parepare

Yang tersebut telah melakukan penelitian di UPTD SMP Negeri 1 Parepare tanggal 19 November – 19 Desember 2025 dengan judul :

"THE INFLUENCE OF USING THE FALOU APPLICATION ON STUDENTS' SPEAKING ABILITY AT SMP NEGERI 1 PAREPARE"

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Parepare, 01 Desember 2025
Kepala UPTD SMP Negeri 1 Parepare,

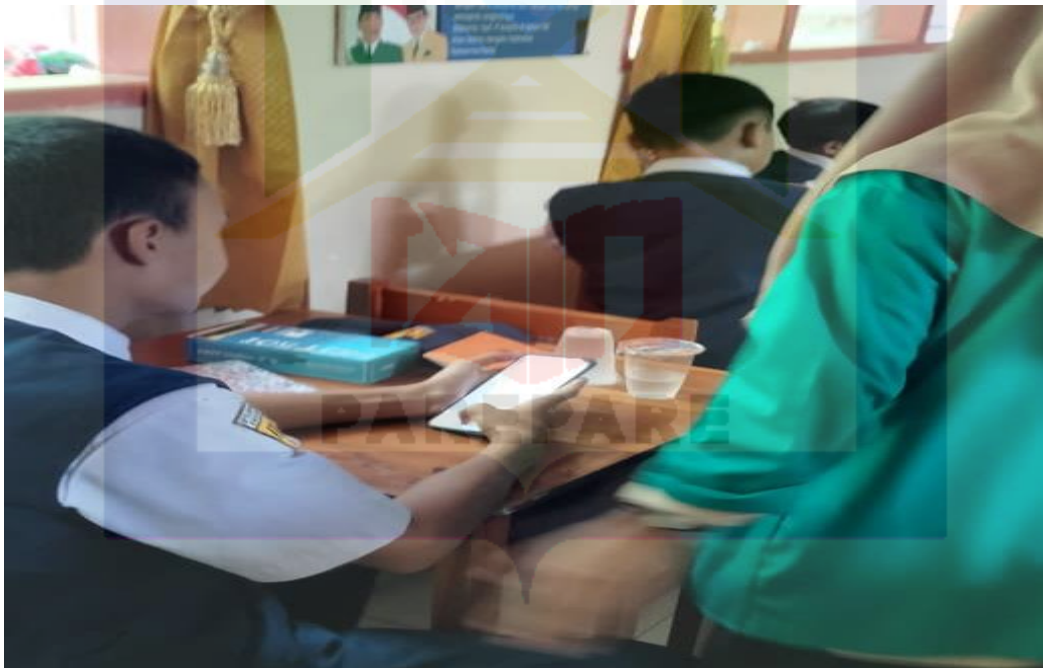


Dra. Hj. SRIENYLUDFIYAH HONENG, M.Pd.
NIP. 19680925 199412 2 002

Appendix X













CURRICULUM VITAE



Srywulan Handayani was born on November 4th, 2003, in Palopo, Luwu Regency, South Sulawesi. She is the second child of her parents, Syafruddin Ali and Nurmiati. Her educational background began at TKS Kartika XX 39 Parepare in 2008–2009. She continued her studies at SDN 3 Parepare in 2009 and graduated in 2015. She attended SMPN 1 Parepare for her junior high school education and graduated in 2018. She then continued her senior high school education at SMAN 1 Parepare and graduated in 2021. In the same year, she was admitted to the English Education Program of the Tarbiyah Faculty at the State Islamic Institute of Parepare. She completed her undergraduate studies with a thesis entitled “The Influence of Using the Falou Application on Students’ Speaking Ability at SMPN 1 Parepare.”