

**INVESTIGATING THE IMPACT OF TECHNOLOGY-ENHANCED
LANGUAGE LEARNING (TELL) ON SPEAKING PROFICIENCY
(A Study at the Second Grade Students of UPT SMP Negeri 1 Batang)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in
parti fulfillment of the requirements for
the Degree of Education in English
Education Department*

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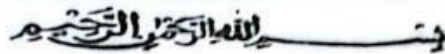
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FACULTY OF TEACHER TRAINING AND EDUCATION

MAKASSAR MUHAMMADIYAH UNIVERSITY

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Monday / 27 May 2024	1-3	Review the background and related literature	
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MOTTO AND DEDICATION

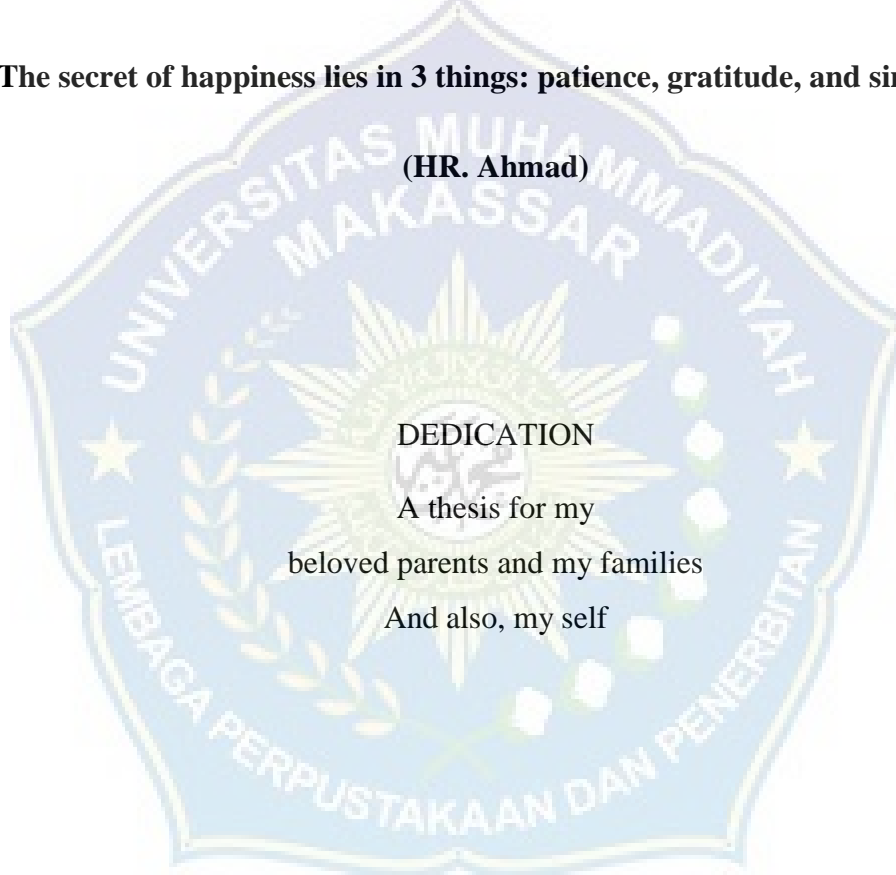
MOTTO

"The secret of happiness lies in 3 things: patience, gratitude, and sincerity."

(HR. Ahmad)

DEDICATION

A thesis for my
beloved parents and my families
And also, my self



ABSTRACT

AINUN NAQIA.D, 2024. *Investigating The Impact Of Technology-Enhanced Language Learning (Tell) On Speaking Proficiency (A Study At The Second Grade Students Of Upt Smp Negeri 1 Batang).* A thesis of english education department, faculty of training techer and education, Universitas Muhammadiyah Makassar. Guided by Ratna Dewi and Maharida.

Technology-Enhanced Language Learning (TELL) had a positive impact on speaking proficiency. Language learners who engaged with TELL activities demonstrated improvements in fluency, accuracy, vocabulary usage, and overall communication proficiency.

This research focused on investigating the impact of Technology-Enhanced Language Learning (TELL) on the speaking proficiency of students at SMPN 1 Batang Jenepono.

The researcher employed a Pre-Experimental design consisting of a One Group Pre-test and Post-test. The population of this research was 2nd gradestudents of SMP Negeri 1 Batang Jenepono, which consist of 1 class and each class consist of 30 students each class in academic year 2023/2024. The sample was one class of the 2nd gradestudents of SMP Negeri 1 Batang Jenepono. The sample was chosen purposely based in the class given by the teacher to teach. Technique of data analysis in this study the researcher scoring student's percentage speaking of Pre-Test and Post-Test, then calculating the mean score.

The results of this study shows that students' speaking proficiency significantly improved after using Technology-Enhanced Language Learning (TELL). Pre-test and post-test data revealed a significant increase in speaking proficiency scores, with an average improvement of about 10% points. This indicates that the students achieved higher levels of speaking proficiency due to the TELL treatment.

Keyword : *Technology-Enhanced Language Learning (TELL), Speaking Proficiency, Student Middle school*

ABSTRAK

AINUN NAQIA. D, 2024. *Investigasi Dampak Technology-Enhanced Language Learning (Tell) Terhadap Kemampuan Berbicara (Studi Pada Siswa Kelas II UPT SMP Negeri 1 Batang).* Tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Pelatihan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dipandu oleh Ratna Dewi dan Maharida.

Technology-Enhanced Language Learning (TELL) memiliki dampak positif pada kemampuan berbicara. Pembelajar bahasa yang terlibat dengan kegiatan TELL menunjukkan peningkatan dalam kelancaran, akurasi, penggunaan kosa kata, dan kemampuan komunikasi secara keseluruhan.

Penelitian ini berfokus untuk menyelidiki dampak Technology-Enhanced Language Learning (TELL) terhadap kemampuan berbicara siswa di SMPN 1 Batang Jeneponto.

Peneliti menggunakan desain Pre-Experimental yang terdiri dari One Group Pre-test dan Post-test. Populasi penelitian ini adalah siswa kelas 2 SMP Negeri 1 Batang Jeneponto, yang terdiri dari 1 kelas dan setiap kelas terdiri dari 30 siswa setiap kelas pada tahun ajaran 2023/2024. Sampel penelitian adalah satu kelas siswa kelas 2 SMP Negeri 1 Batang Jeneponto. Sampel dipilih dengan sengaja berdasarkan kelas yang diberikan oleh guru untuk mengajar. Teknik analisis data dalam penelitian ini peneliti menilai persentase siswa berbicara tentang Pre-Test dan Post-Test, kemudian menghitung skor rata-rata.

Hasil penelitian ini menunjukkan bahwa kemampuan berbicara siswa meningkat secara signifikan setelah menggunakan Technology-Enhanced Language Learning (TELL). Data pre-test dan post-test mengungkapkan peningkatan yang signifikan dalam skor kemampuan berbicara, dengan peningkatan rata-rata sekitar 10% poin. Ini menunjukkan bahwa siswa mencapai tingkat kemahiran berbicara yang lebih tinggi karena perlakuan TELL.

Kata Kunci : *Technology-Enhanced Language Learning (TELL), Kemampuan Berbicara, Siswa SMP*

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Makassar, 2024

Ainun Naqia. D

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CHAPTER I

INTRODUCTION

A. Background

The introduction of technology has greatly transformed the field of language learning, providing learners with unparalleled opportunities to improve their speaking skills in a foreign language. Technology-enhanced language learning (TELL) covers a broad spectrum of digital tools, applications, and online platforms that facilitate language acquisition and offer interactive experiences for learners. The rapid progress in technology has brought about a remarkable transformation in conventional language learning approaches, enabling learners to interact with language materials in novel and immersive ways.

Extensive research has been conducted on the impact of Technology-Enhanced Language Learning (TELL) on different aspects of language learning, including reading, writing, listening, and grammar. Nevertheless, the effect on speaking proficiency, a crucial aspect of language acquisition, necessitates additional research. Proficiency in speaking involves the capacity to effectively and correctly express oneself in various real-life communication scenarios (Shen, 2013).

Language acquisition is a multifaceted endeavor that encompasses a range of skills, including the ability to speak fluently. Proficiency in speaking is essential for effective communication and language use in real-life situations

(Kayi, 2006). In the realm of language acquisition, individuals have historically depended on in-person communication and educational exercises as a means of honing their oral aptitude. Nevertheless, the swift progress of technology has given rise to fresh prospects for incorporating technology-enhanced language learning (TELL) techniques into language education.

Technology-Enhanced Language Learning (TELL) involves the incorporation of digital tools, applications, and online platforms to facilitate language acquisition and offer interactive experiences for learners. The rapid progress in technology has revolutionized conventional approaches to language learning, providing learners with novel opportunities to enhance their speaking skills. Technology-Enhanced Language Learning (TELL) offers learners a diverse array of resources that support interactive and immersive speaking practice. These resources include speech recognition software, voice recording tools, video conferencing platforms, and online language courses.

A study conducted by Chen (2022) titled "Effects of technology-enhanced language learning on reducing EFL learners' public speaking anxiety" provides insights into the impact of technology on reducing anxiety in English as a Foreign Language (EFL) learners when it comes to public speaking. The research findings indicated that the instructional feedback produced by AI had a notable impact on reducing the students' PSA. However, it is worth noting that the crucial role of teachers as facilitators was also underscored, while the evident potential of utilizing VR in the realm of teaching public speaking was highlighted.

The use of technology in language learning has been found to have a positive effect on speaking proficiency. Engaging in Technology-Enhanced Language Learning (TELL) activities has been shown to enhance fluency, accuracy, vocabulary usage, and overall communication proficiency among language learners. The interactive nature of Technology-Enhanced Language Learning (TELL) offers learners valuable opportunities to practice speaking in authentic contexts and receive personalized feedback. Features such as immediate feedback, speech recognition, and video conferencing contribute to the development of speaking proficiency.

A study conducted by Mulyadi et al. (2021) titled "Effects of Technology enhanced Task-based Language Teaching on Learners' Listening Comprehension and Speaking Performance" has been previously conducted. The findings indicated that the integration of technology had a substantial impact on students' listening comprehension in the context of Task-Based Language Teaching (TBLT). Similarly, the speaking performance of ESP learners showed significant improvement when based on role-play activities.

The previous study was titled "Technology Enhanced Language Learning (TELL)". Conducted by K Kranthi in 2017. The study's findings revealed that the field of technology-enhanced language learning is a subject of great debate, with numerous perspectives on the role of technology in education. This paper examines the various opportunities that English teachers have developed to assist students in achieving English language literacy objectives in technology-enhanced language learning (TELL) classroom settings.

A study conducted by Su and Zou in 2022. "Technology-enhanced collaborative language learning: theoretical foundations, technologies, and implications" Exploring the theoretical foundations, technologies, and implications of technology-enhanced collaborative language learning. The article is titled "Computer Assisted Language Learning" and was published in volume 35, issue 8. It covers the topic in depth and provides valuable insights. The article is a valuable resource for those interested in language learning with the help of computers. The findings revealed a total of 10 theoretical frameworks, nine distinct types of technologies, and 11 notable benefits associated with technology-enhanced collaborative language learning. Significant implications were also discussed for the future design and implementation of technology-enhanced collaborative language learning activities.

The aforementioned research studies investigate various aspects of technology-enhanced language learning (TELL) while also presenting some commonalities in their findings. In a recent study, Chen (2022) examined the effects of AI-generated instructional feedback on the reduction of public speaking anxiety (PSA) among English as a Foreign Language (EFL) learners. The study discovered that the feedback produced by AI reduced students' PSA, demonstrating the potential of technology in tackling anxiety-related difficulties in language acquisition. Similarly, Mulyadi et al. (2021) examined the effects of technology implementation in Task-based Language Teaching (TBLT) on listening comprehension and speaking performance. The study

demonstrated notable enhancements in students' listening comprehension and speaking proficiency as a result of incorporating technology. The results of this study are consistent with the beneficial effects of Technology-Enhanced Language Learning (TELL) on the proficiency and abilities of language learners.

Furthermore, these studies also demonstrate variations in their particular areas of emphasis. Chen (2022) highlighted the crucial role of teachers as facilitators in language learning, while Mulyadi et al. (2021) primarily concentrated on the utilization of technology in TBLT and its impact on listening comprehension and speaking performance. In addition, Kranthi (2017) examined the potential that English teachers have in Technology-Enhanced Language Learning (TELL) classroom settings. The study emphasized the various viewpoints on the use of technology to achieve English language literacy objectives. In contrast, the study conducted by Su & Zou (2022) delved into the theoretical underpinnings, technological aspects, and advantages of technology-enhanced collaborative language learning. Their research offers valuable insights that can inform the development and execution of similar activities in the future.

Despite these variations, the studies collectively emphasize the positive impact of Technology-Enhanced Language Learning (TELL) on language learning outcomes. The interactive nature of Technology-Enhanced Language Learning (TELL) is emphasized, with features such as immediate feedback, speech recognition, video conferencing, and collaborative platforms that

support authentic practice and personalized guidance. In addition, the studies recognize the significance of educators in facilitating students' progress in the Technology-Enhanced Language Learning (TELL) process and utilizing technology to improve language acquisition. Through the examination of various aspects of Technology-Enhanced Language Learning (TELL) and the utilization of diverse research methodologies, these studies contribute to a thorough comprehension of the potential advantages, consequences, and difficulties linked to the integration of technology into language learning environments.

Prior research studies offer valuable insights into the effects of technology-enhanced language learning (TELL) on different aspects of language acquisition, including public speaking anxiety, listening comprehension, and speaking performance. Nevertheless, a notable void exists in the current body of research regarding the precise examination of the influence of Technology-Enhanced Language Learning (TELL) on the development of speaking proficiency. The studies mentioned briefly discuss elements of speaking proficiency, but none of them specifically investigate the direct influence of Technology-Enhanced Language Learning (TELL) on the development of speaking proficiency. Hence, additional investigation is required to specifically tackle this void and investigate how technology, encompassing interactive elements and prompt feedback, can enhance learners' speaking proficiency. Through the implementation of a dedicated study in this particular field, researchers can offer valuable insights into the efficacy of

Technology-Enhanced Language Learning (TELL) in enhancing speaking proficiency. This, in turn, can inform the advancement of instructional practices and technologies that effectively facilitate the development of speaking proficiency in language learners.

Nevertheless, the challenges associated with Technology-Enhanced Language Learning (TELL) and its impact on speaking proficiency cannot be overlooked. Certain individuals may encounter technological obstacles, such as restricted availability of devices or difficulties with internet connectivity. In addition, there have been raised concerns regarding the authenticity and effectiveness of technology-mediated interactions in comparison to face-to-face communication. It is of utmost importance to thoroughly analyze these challenges and take appropriate measures to fully capitalize on the advantages of Technology-Enhanced Language Learning (TELL) for the improvement of speaking proficiency.

This research seeks to explore the effects of technology-enhanced language learning on speaking proficiency. Its objective is to make a valuable contribution to the field of language education and provide valuable insights for educators, learners, and policymakers regarding the advantages and obstacles of integrating technology into language learning curricula. The findings of this research provided evidence-based insights that can guide the design and implementation of effective Technology-Enhanced Language Learning (TELL) practices to foster speaking proficiency and enhance language acquisition outcomes.

B. Research Question

Given the information provided, the researcher has formulated the research statement as follows:

1. What speaking proficiency do the students have after learning using Technology-Enhanced Language Learning (TELL)?
2. Is there an impact of Technology-Enhanced Language Learning (TELL) in speaking proficiency of students at SMPN1 Batang Jenepono?

C. Objective of the Research

The research statement provided outlines the objective of the research as follows:

1. To investigate the speaking proficiency do the students have after learning using Technology-Enhanced Language Learning (TELL).
2. To investigate an impact of Technology-Enhanced Language Learning (TELL) in speaking proficiency of students at SMPN1 Batang Jenepono

D. Significance of The Research

The researcher aims for this research to have both theoretical and practical benefits, making significant contributions to the field of English Department Studies.

1. Theoretically
 - a. The researcher hopes that this research can be a reference for next research and can be improved for other similar research

- b. In the language learning process, the findings could serve as a motivator to encourage students to speak confidently and fluently.

2. Practically

a. Benefit for the Students

The benefit for the students lies in their ability to identify and address their speaking difficulties during English communication. This empowers students to effectively overcome their speaking challenges.

b. Benefit for the teacher

One benefit for educators is the ability to identify and address students' speaking challenges in real-time. This allows teachers to offer targeted solutions to improve students' speaking proficiency. Additionally, teachers can adapt their teaching methods to effectively address any speaking difficulties students may encounter.

c. Benefit for the next researcher

This research can be of great benefit to future researchers who are conducting similar studies. It can provide valuable insights and assist them in achieving their research goals.

E. Scope of the Research

This research focused on investigating the impact of Technology-Enhanced Language Learning (TELL) on the speaking proficiency of

students at SMPN 1 Batang Jenepono. It assessed the students' speaking proficiency by evaluating their pronunciation and vocabulary usage. The study focused solely on speaking proficiency in terms of pronunciation and vocabulary usage.



CHAPTER II

LITERATURE REVIEW

A. Speaking Proficiency

Speaking proficiency refers to the ability to communicate effectively and fluently in a target language. It encompasses various aspects, including pronunciation, fluency, vocabulary usage, grammatical accuracy, and coherence in speech (Yan & Kang, 2018). Developing speaking proficiency is a vital goal in language learning as it enables learners to engage in meaningful conversations, express their ideas clearly, and interact with others confidently. Speaking proficiency is the ability to communicate effectively and accurately in spoken language (Derakhshan et al., 2016). Speaking proficiency involves several components that work together to create successful communication.

One of the key component of speaking proficiency is pronunciation. It is important for learners to accurately produce sounds, intonation patterns, stress, and rhythm in order to be understood by others. According to Morley (1991) Developing clear and intelligible pronunciation enhances the overall quality of spoken language. Fluency is another crucial aspect of speaking proficiency. It entails speaking smoothly, without hesitations or disruptions, and maintaining a natural flow of speech (Van Os et al., 2020). Fluent

speakers are able to express themselves effortlessly and maintain a coherent and connected conversation.

Vocabulary usage is also essential for speaking proficiency (Khan et al., 2018). Learners need to have a wide range of words and phrases at their disposal, allowing them to express their thoughts and ideas accurately and precisely. Knowledge of vocabulary contributes to effective communication and enables learners to convey their intended meanings (Alqahtani, 2015).

Grammatical accuracy is another component of speaking proficiency. Learners need to understand and apply grammar rules correctly in order to construct grammatically sound sentences (Majlesi, 2018). The ability to use appropriate verb tenses, word order, and sentence structures contributes to clear and accurate communication (Weaver, 1953). Coherence is an important aspect of speaking proficiency (Siekman et al., 2022). It involves organizing and presenting ideas in a logical and organized manner. Coherent speakers can convey their message in a way that is easily understood by the listener, ensuring that the intended meaning is effectively communicated.

To develop speaking proficiency, engaging in meaningful and communicative activities that provide opportunities for extensive speaking practice. Learners should be encouraged to participate in

discussions, debates, role-plays, and other interactive tasks that promote fluency, vocabulary usage, grammatical accuracy, and coherence (Trisnawati, 2015). Providing constructive feedback, creating a supportive learning environment, and exposing learners to authentic language input also contribute to the development of speaking proficiency.

Speaking proficiency encompasses various components such as pronunciation, fluency, vocabulary usage, grammatical accuracy, and coherence (Salamonson et al., 2019). Developing speaking proficiency requires active engagement in meaningful speaking activities, exposure to authentic language input, and a supportive learning environment that fosters continuous improvement.

B. Components of Speaking Proficiency

1. Pronunciation

Pronunciation refers to the accurate production of sounds, intonation, stress, and rhythm in the target language. It involves the ability to articulate sounds correctly, including vowels, consonants, and diphthongs. Additionally, pronunciation encompasses intonation patterns, which affect the melody and emphasis in speech, as well as stress and rhythm, which involve the emphasis placed on certain syllables or words in a sentence.

Proper pronunciation enhances the clarity and comprehensibility of spoken language.

According to Munro & Derwing, (1999) Pronunciation is a vital component of speaking proficiency as it directly influences the clarity and comprehensibility of spoken language. It encompasses the accurate articulation of sounds, including vowels, consonants, and diphthongs, in the target language. Moreover, pronunciation involves the application of intonation patterns, which shape the melody and emphasis in speech, as well as stress and rhythm, which determine the prominence of syllables or words within sentences (Gilakjani, 2011). By mastering proper pronunciation, learners enhance their ability to convey their message clearly and be understood by native speakers. Additionally, developing phonological awareness and practicing with various resources and techniques contribute to improving pronunciation proficiency. Overall, attentive focus on pronunciation facilitates effective communication and promotes successful language acquisition.

Pronunciation plays a crucial role in effective communication and language learning. It involves accurately producing sounds, intonation patterns, stress, and rhythm in the target language. Accurate sound articulation of vowels, consonants, and diphthongs ensures that words and phrases are

pronounced correctly. Intonation patterns help convey meaning, emotions, and intentions, while stress and rhythm give emphasis and flow to speech (Frota, 2014). Proper pronunciation enhances the clarity and intelligibility of spoken language, allowing for smoother communication and better understanding by native speakers. Developing phonological awareness and utilizing resources like pronunciation exercises and feedback from instructors or native speakers can greatly improve pronunciation proficiency (Lacabex & Gallardo-del-Puerto, 2020). Ultimately, mastering pronunciation contributes to overall speaking proficiency, facilitating successful communication and language acquisition.

Clear and accurate pronunciation is a fundamental aspect of effective communication in any language. It involves the precise articulation of sounds, intonation patterns, stress, and rhythm. By mastering pronunciation, learners can ensure that their spoken words are easily understood by native speakers (Andi & Arafah, 2017). Accurate sound production, including vowels, consonants, and diphthongs, helps avoid confusion and misinterpretation. Intonation patterns convey the intended meaning and emotions behind the words, while stress and rhythm create a natural and engaging flow in speech. Moreover, proper pronunciation enhances listening comprehension and facilitates

effective communication in various contexts, such as social interactions, presentations, and professional settings (Kim, 2020). Through dedicated practice, targeted feedback, and exposure to authentic language input, learners can improve their pronunciation proficiency and achieve greater speaking proficiency, ultimately enhancing their overall language acquisition journey.

2. Fluency

Fluency in speaking refers to the ability to communicate smoothly and effortlessly, without hesitations or disruptions, while maintaining a natural flow of speech. Chambers (1997) emphasizes that fluency goes beyond simply speaking quickly or without pauses. It involves the integration of various linguistic and communicative proficiency to produce coherent and cohesive speech.

The importance of fluency in promoting effective communication. Fluent speakers can express their thoughts and ideas coherently and confidently, maintaining a fluid and uninterrupted flow of speech. Fluency enables learners to engage in spontaneous conversations, participate actively in discussions, and adapt to various communicative contexts (Hovhannisyan & Petrosyan, 2016).

Fluency is closely linked to automaticity, which is the ability to generate language effortlessly and spontaneously. Automaticity allows speakers to focus their attention on the content and meaning of their message rather than getting caught up in the mechanics of language production. It enables learners to respond quickly and naturally in real-time communication, without the need for excessive mental processing or translation.

The importance of fluency in developing effective communication proficiency. Fluent speakers are able to express themselves fluently, maintaining a smooth and uninterrupted flow of speech, which enhances their ability to engage in conversations, discussions, and debates (Tavakoli & Wright, 2020). Fluency enables speakers to convey their thoughts, ideas, and opinions confidently, facilitating meaningful interaction and active participation in various communicative contexts.

Providing learners with ample opportunities for extensive speaking practice. Engaging in communicative activities, such as role-plays, debates, and discussions, allows learners to develop their fluency by promoting automaticity and natural language production. Finch (2001) also highlights the importance of creating a supportive and non-threatening learning environment that encourages learners to take risks and experiment with language use, which fosters the development of fluency.

The development of fluency is an ongoing process and requires exposure to authentic language input. Listening to native speakers, engaging in conversations with proficient speakers, and immersing oneself in the target language help learners internalize natural patterns of speech and develop a sense of rhythm, intonation, and idiomatic expressions that contribute to fluency.

Fluency is the ability to communicate smoothly and effortlessly, maintaining a natural flow of speech (Segalowitz, 2010). It involves automaticity, effective communication proficiency, and the ability to respond spontaneously in real-time communication. Developing fluency requires extensive speaking practice, exposure to authentic language input, and a supportive learning environment that encourages risk-taking and experimentation with language use.

3. Vocabulary Usage

Vocabulary usage plays a crucial role in effective communication and language proficiency. Alqahtani (2015) emphasizes that vocabulary is the foundation of language learning and a key component of successful communication. vocabulary usage involves the selection and appropriate use of words and phrases to convey intended meanings. It goes beyond simply knowing individual words; it encompasses understanding their

meanings, nuances, collocations, and appropriate usage in different contexts.

The importance of developing a robust and diverse vocabulary repertoire. Learners need to acquire a wide range of words and phrases to express themselves accurately and precisely. This includes general vocabulary as well as domain-specific terms related to specific fields or topics of interest.

The need for vocabulary acquisition to be an active and ongoing process (Kohonen, 1992). Learners should engage in various vocabulary learning strategies such as reading extensively, listening to authentic materials, using vocabulary learning apps or flashcards, and practicing in meaningful contexts. Additionally, Alqahtani (2015) suggests that learners should focus on learning vocabulary in collocations or word combinations that are commonly used in the target language.

The importance of receptive and productive vocabulary knowledge. Receptive knowledge involves understanding words when encountered in listening or reading, while productive knowledge refers to the ability to actively use and incorporate words into one's own speaking and writing (Crow, 1986). Both aspects of vocabulary knowledge are essential for effective communication.

In terms of vocabulary instruction, for a balanced approach that includes explicit vocabulary teaching, rich and meaningful exposure to words in context, and opportunities for vocabulary practice and reinforcement. He suggests incorporating vocabulary activities that encourage active engagement and retrieval practice, such as vocabulary games, word association exercises, and meaningful communication tasks.

Vocabulary usage involves the selection and appropriate use of words and phrases to convey intended meanings (Johnson, 2000). Developing a diverse vocabulary repertoire is essential for effective communication. Active and ongoing vocabulary learning strategies, including exposure to authentic materials and practice in meaningful contexts, contribute to vocabulary acquisition. Balancing explicit instruction, rich exposure, and engaging vocabulary activities supports learners in developing both receptive and productive vocabulary knowledge.

4. Grammatical Accuracy

Grammatical accuracy is a crucial component of language proficiency. Developing grammatical accuracy involves understanding and correctly applying grammar rules and structures in spoken and written language.

Grammatical accuracy refers to the ability to use grammar rules appropriately, resulting in grammatically correct sentences

and coherent communication (Ehsan & Faili, 2013). It encompasses knowledge of grammatical structures, verb tenses, sentence formation, word order, agreement, and other aspects of syntax.

The importance of explicit grammar instruction in language learning. Learners need to be exposed to and taught the rules and patterns of the target language's grammar. This can be achieved through various instructional techniques, such as explanations, examples, guided practice, and error correction.

The need for learners to engage in meaningful and communicative language practice to reinforce grammatical accuracy. Learners should have ample opportunities to apply grammar rules in realistic contexts, such as conversations, discussions, and writing tasks. Regular practice allows learners to internalize grammatical structures and use them accurately and spontaneously.

Learners should focus on both accuracy and fluency in language production. While accuracy is important for conveying clear and grammatically correct messages, learners should also develop fluency by using grammatical structures in a timely and efficient manner without getting too caught up in perfectionism.

Errors are a natural part of the language learning process. Learners should view errors as opportunities for learning and

improvement. Providing learners with constructive feedback, encouraging self-correction, and creating a supportive learning environment help learners develop grammatical accuracy effectively.

Grammatical accuracy involves understanding and correctly applying grammar rules and structures. It requires explicit grammar instruction, meaningful language practice, and a focus on both accuracy and fluency. Errors are viewed as learning opportunities, and feedback and a supportive environment play important roles in developing grammatical accuracy.

C. The importance of Speaking Proficiency in Language Learning

Speaking is one of the fundamental proficiency in language learning and communication (Fulcher, 2014). It allows individuals to express thoughts, ideas, and emotions, engage in social interactions, and convey information effectively. Whether in one's native language or a foreign language, developing strong speaking proficiency is crucial for successful communication. In this material, we explored the importance of speaking, the components of effective speaking, and some strategies to improve speaking abilities.

Speaking proficiency enables learners to actively engage in real-life communication (Kayi, 2006). Language is primarily a means of communication, and the ability to express oneself orally is essential for meaningful interactions with native speakers and other

language learners (Koran, 2015). Speaking proficiency allows learners to participate in conversations, discussions, presentations, and other communicative tasks, thereby enhancing their overall language competence.

Speaking proficiency promotes fluency and automaticity in language production (Tavakoli, 2019). When learners develop speaking proficiency, they can generate language more spontaneously and effortlessly. This fluency allows for smoother communication and reduces the need for constant translation or mental processing, leading to a more natural and effective use of the target language.

Speaking proficiency enhances listening comprehension. By actively engaging in spoken language production, learners develop a better understanding of native speakers' accents, intonation, and pronunciation (Morley, 1996). This improved comprehension contributes to overall language proficiency and facilitates effective communication in real-world situations.

Speaking proficiency fosters cultural understanding and intercultural communication. Language and culture are intricately linked, and through speaking proficiency, learners can better understand and navigate cultural norms, customs, and social interactions (Cone et al., 2014). Developing speaking proficiency enables learners to express themselves appropriately within the

cultural context, promoting meaningful cross-cultural communication.

Speaking proficiency also builds learners' confidence and self-esteem. The ability to express oneself clearly and confidently in the target language boosts learners' self-assurance, encouraging them to actively engage in language learning activities (Haimbodi & Woldemariam, 2019). Increased confidence in speaking helps overcome language-related anxieties and facilitates continuous progress in language acquisition.

Speaking proficiency opens doors to various academic, professional, and personal opportunities. Many educational institutions, job markets, and international settings require individuals with strong oral communication proficiency. Developing speaking proficiency equips learners with valuable language proficiency that can enhance their academic pursuits, career prospects, and personal interactions in an increasingly globalized world (McGroarty, 1996).

Speaking proficiency is of utmost importance in language learning as it enables learners to actively engage in communication, promotes fluency and automaticity, enhances listening comprehension, fosters cultural understanding, boosts confidence, and opens doors to academic and professional opportunities (Adebiyi et al., 2013). Developing speaking proficiency is an integral part of

achieving overall language competence and effective communication in real-life situations.

D. Technology-Enhanced Language Learning (TELL)

Technology-Enhanced Language Learning (TELL) refers to the integration of technology in language learning processes to enhance and facilitate language acquisition. Technology-Enhanced Language Learning (TELL) encompasses a wide range of technological tools, platforms, and applications that support language learners in developing their linguistic proficiency and competencies.

Technology-Enhanced Language Learning (TELL) offers various advantages and opportunities that traditional language learning methods may not provide (Oxford, 2016). One of the key benefits of Technology-Enhanced Language Learning (TELL) is its ability to offer interactive and engaging learning experiences. Technology allows for multimedia integration, enabling learners to access audiovisual materials, interactive exercises, and authentic resources that simulate real-life language use (Hidayati, 2016). These interactive elements promote active engagement and learner autonomy, as learners can navigate through the materials at their own pace and choose activities that cater to their individual learning preferences and needs.

Technology-Enhanced Language Learning (TELL) provides learners with immediate and personalized feedback. Language

learning platforms and applications often incorporate automatic assessment and feedback mechanisms, which allow learners to receive instant feedback on their language production, pronunciation, grammar, and vocabulary usage (Heil et al., 2016). This immediate feedback helps learners identify and correct their errors, reinforcing their understanding and retention of the language.

Technology-Enhanced Language Learning (TELL) also offers flexibility and convenience in terms of time and location. Learners can access language learning resources and tools anytime, anywhere, as long as they have access to a computer, tablet, or smartphone and an internet connection. This flexibility allows learners to fit language learning into their busy schedules and customize their learning experiences according to their individual preferences and availability.

Moreover, Technology-Enhanced Language Learning (TELL) provides learners with authentic and real-world language use opportunities. Through technology, learners can engage in virtual conversations, participate in online language communities, and access authentic materials such as news articles, videos, podcasts, and social media platforms. These authentic resources expose learners to real-life language use, cultural contexts, and diverse linguistic varieties, facilitating their language proficiency development and intercultural competence.

Technology-Enhanced Language Learning (TELL) also fosters collaborative and communicative language learning experiences. Technology facilitates communication and collaboration among learners and between learners and instructors through discussion forums, video conferencing, online group projects, and peer feedback (Revere & Kovach, 2011). Collaborative activities promote language production, negotiation of meaning, and the development of interpersonal and intercultural communication proficiency.

However, while Technology-Enhanced Language Learning (TELL) offers numerous benefits, it is important to consider potential challenges and limitations. Some learners may face barriers in accessing technology or lack the necessary digital literacy proficiency. Instructors should provide support and training to ensure learners can effectively utilize Technology-Enhanced Language Learning (TELL) tools and resources. Additionally, there is a need for careful selection and evaluation of technology tools to ensure their pedagogical effectiveness and alignment with language learning goals.

Technology-Enhanced Language Learning (TELL) harnesses the power of technology to enhance language learning experiences. Technology-Enhanced Language Learning (TELL) offers interactive and engaging learning opportunities, provides immediate and

personalized feedback, offers flexibility and convenience, exposes learners to authentic language use, fosters collaboration and communication, and promotes learner autonomy. By integrating technology into language learning processes, Technology-Enhanced Language Learning (TELL) contributes to more effective, engaging, and learner-centered language acquisition.

Adaptive Learning and Personalization, Technology-Enhanced Language Learning (TELL) leverages adaptive learning technologies that utilize artificial intelligence and data analytics to tailor language learning experiences to individual learners' needs and abilities. Through continuous assessment and analysis of learners' performance and progress, adaptive Technology-Enhanced Language Learning (TELL) platforms can dynamically adjust the content, difficulty level, and pacing of learning materials, ensuring a personalized and optimized learning path for each learner.

Gamification and Immersive Learning, Technology-Enhanced Language Learning (TELL) incorporates gamification elements and immersive learning environments to create engaging and immersive language learning experiences. Gamification techniques, such as points, badges, leaderboards, and rewards, motivate learners, enhance their motivation, and foster a sense of achievement. Immersive learning environments, such as virtual reality (VR) or augmented reality (AR) simulations, enable learners to practice language

proficiency in realistic and context-rich settings, facilitating authentic language use and cultural understanding.

Corpus Linguistics and Natural Language Processing, Technology-Enhanced Language Learning (TELL) leverages corpus linguistics and natural language processing (NLP) technologies to provide learners with access to vast databases of authentic language samples and to analyze learners' language production. Corpus linguistics allows learners to explore real-life language use patterns, collocations, and idiomatic expressions, promoting more natural and contextually appropriate language use. NLP techniques enable automated analysis of learners' written or spoken language, including grammar, vocabulary, and discourse features, facilitating targeted feedback and error correction.

Mobile and Ubiquitous Learning, Technology-Enhanced Language Learning (TELL) embraces mobile and ubiquitous learning, enabling learners to engage in language learning activities beyond the traditional classroom setting. Mobile language learning applications and platforms allow learners to access language resources, practice language proficiency, and receive feedback on the go, leveraging the ubiquity and convenience of mobile devices. Learners can engage in microlearning, where short and focused language learning activities are delivered in bite-sized formats, maximizing learning opportunities in everyday life.

Social and Collaborative Learning, Technology-Enhanced Language Learning (TELL) facilitates social and collaborative learning experiences, leveraging online platforms, social networking, and online communities. Learners can interact with peers, native speakers, or language instructors through online forums, chat functionalities, video conferencing, or virtual language exchange programs. Collaborative activities, such as group projects, peer editing, or joint problem-solving tasks, promote social interaction, negotiation of meaning, and cultural exchange, fostering not only language proficiency but also intercultural communication and global citizenship.

Technology-Enhanced Language Learning (TELL) incorporates advanced technologies such as adaptive learning, gamification, immersive learning, corpus linguistics, NLP, mobile learning, and social collaboration. These technologies enhance personalization, engagement, authenticity, and accessibility in language learning. Technology-Enhanced Language Learning (TELL) opens up new possibilities for learners to engage with language learning resources, practice language proficiency in realistic contexts, and connect with a global community of language learners, ultimately enhancing their language proficiency and intercultural competence.

E. The Use of You Tube as Media in Speaking Proficiency

YouTube, the revolutionary online video-sharing platform, has transformed the way we create, share, and consume video content on the internet. Since its launch in 2005, YouTube has experienced exponential growth, becoming a global phenomenon with billions of users and an extensive library of videos covering almost every conceivable topic. Its early years were marked by humble beginnings, with users uploading and sharing videos in various genres. However, YouTube's trajectory took a significant turn in 2006 when it was acquired by Google, a move that would shape its future. With Google's backing, YouTube grew rapidly, surpassing traditional media channels and cementing its position as the go-to platform for video content.

One of the most significant impacts of YouTube has been the democratization of content creation. The platform empowered individuals to become creators, allowing them to produce and distribute their own content without the need for traditional gatekeepers. This shift resulted in a diverse ecosystem of content creators, ranging from vloggers sharing their daily lives to musicians showcasing their talents, educators providing tutorials and lessons, and entertainers delivering comedic sketches and performances. YouTube became a breeding ground for creativity, enabling people from all walks of life to find their voice and express themselves through video.

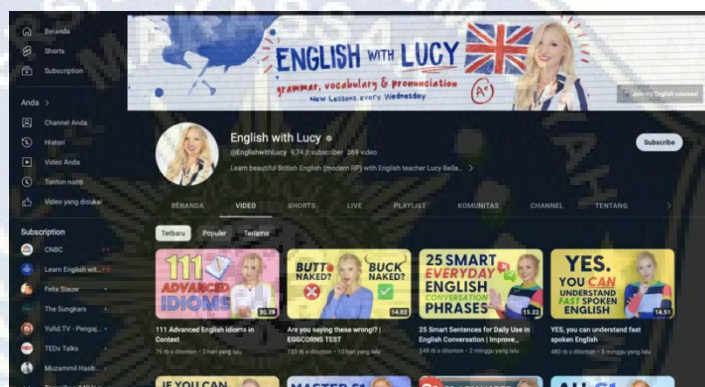
YouTube's cultural influence cannot be understated. It has played a pivotal role in shaping trends, popular culture, and memes. Viral videos spread like wildfire, and YouTube became the birthplace of countless internet sensations. Moreover, the platform has become a powerful tool for social activism and raising awareness. It has served as a catalyst for social movements, allowing individuals and organizations to disseminate information, share stories, and inspire change on a global scale. YouTube has provided a platform for marginalized voices, enabling them to be heard and making a significant impact on society.

Looking ahead, the future of YouTube seems promising and full of potential. The platform has ventured into live streaming and virtual reality, allowing creators and viewers to immerse themselves in real-time experiences. Original programming has also gained traction, with YouTube investing in exclusive content and subscription-based services to cater to diverse audience preferences. The user experience is continually being enhanced, with improvements in recommendation algorithms, personalized content suggestions, and enhanced user interaction features.

YouTube has revolutionized the media landscape, providing a platform for individuals to showcase their creativity, share knowledge, entertain, and inspire audiences worldwide. Its impact on society is profound, democratizing content creation, shaping trends,

and amplifying voices that were previously unheard. As YouTube evolves, it undoubtedly continues to captivate audiences, push the boundaries of creativity, and inspire the next generation of content creators. The power of YouTube lies in its ability to connect people, foster communities, and provide a global stage for anyone with a camera and a story to tell.

Below we show the YouTube example channel who provide learning content with professional teacher.



The implications of YouTube for improving pronunciation and vocabulary in students are profound, as the platform offers a plethora of resources and opportunities to enhance these essential language proficiency. With its vast collection of videos, YouTube provides a wealth of content that can significantly contribute to students' language development.

Firstly, YouTube serves as an excellent platform for pronunciation practice. Students can access a multitude of pronunciation tutorials, exercises, and demonstrations created by language experts and native speakers. These videos focus on specific

sounds, intonation patterns, word stress, and rhythm. By closely observing and imitating the pronunciation models presented in these videos, students can refine their own pronunciation proficiency and develop a more accurate and natural-speaking style.

Furthermore, YouTube's vast library of authentic spoken language content is invaluable for improving vocabulary. Students can explore a wide range of videos on educational channels, language learning platforms, TED Talks, documentaries, interviews, and more. Engaging with this content exposes students to words and phrases in context, allowing them to understand their meaning, usage, and collocations. By actively noting down unfamiliar words, seeking their definitions, and incorporating them into their vocabulary repertoire, students can expand their lexicon and enhance their overall language proficiency.

Another important aspect of YouTube is its interactive language learning channels. Many dedicated language learning channels offer exercises, activities, and quizzes designed to improve pronunciation and vocabulary. These channels present vocabulary words, phrases, and sentences with accompanying visuals, explanations, and examples, making the learning process engaging and interactive. By actively participating in these exercises and activities, students reinforce their vocabulary retention and practice correct pronunciation.

Moreover, YouTube's subtitle and caption features are valuable aids for students aiming to improve their pronunciation and vocabulary. Students can watch videos with subtitles and captions, allowing them to read along while listening to the spoken content. This dual input reinforces word recognition and understanding, helping students link the written form of words to their pronunciation. Additionally, some videos offer the option to display subtitles in the target language, enabling students to practice reading while listening and further enhancing their language comprehension proficiency.

F. The Use of Ruang Guru as Media in Speaking Proficiency

PT RUANG RAYA INDONESIA (Ruangguru) is a limited liability company engaged in the field of non-formal education which was established according to and based on applicable law in Indonesia and has obtained a Permit for the Establishment of a Non-Formal Education Unit and Operational Permit for a Training Course Institute with Number 3/A.5a/31.74.01/- 1.851.332/2018. Ruangguru is the largest technology company in Indonesia that focuses on education-based services. Ruangguru already has more than 15 million.

Users and manages 300,000 teachers who offer services in more than 100 subject areas. Ruang Guru is an online learning platform that has many features (perhaps, too many) to support student learning and learning activities outside of school using

Mobile Application media (Android & iOs). The main feature it offers is in the form of learning videos delivered by qualified teachers, accompanied by animations that clarify the material presented. The main point is that the animated illustrations are very helpful, especially for math and other complex subjects. Ruangguru develops various technology-based learning services, including virtual class services, online exam platforms, subscription learning videos, private marketplaces, and other educational content that can be accessed via the web and the Ruangguru application.

Steps to use Ruang Guru:

1. The first step is to download and install the Ruangguru application on your smartphone.
2. Next, please open the Ruangguru application, then select the Login menu.
3. Then fill in your full name, email, telephone number, class and password > then select START LEARNING.
4. Next, fill in your personal data, namely province and city > then select COMPLETE.
5. After that, fill in the parent's name and parent's telephone number > then check the agreement box > then select DONE.
6. Please choose the first service, namely study room.



7. After that you have to select a class by selecting the Select Class dropdown menu marked with the following red arrow.
8. Next, please select the available subjects.
9. Various topics or materials appeared, ranging from free to paid or subscription. You can try first by viewing free materials. Please select material labeled FREE.
10. Then select the first video or you can also download it.

G. Conceptual Framework

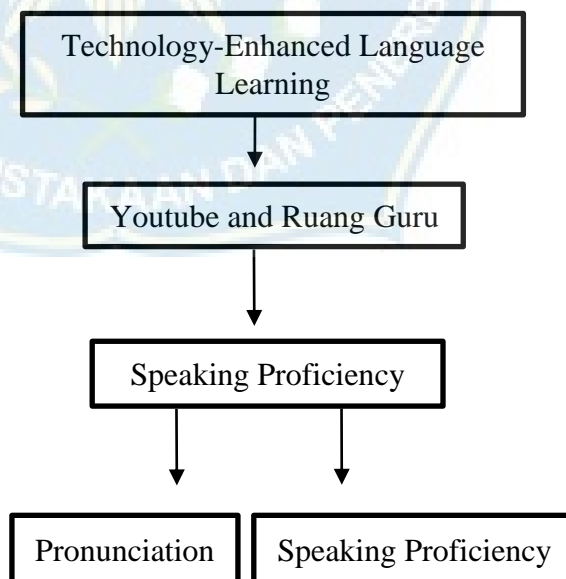


Figure 1. Conceptual Framework

The conceptual framework in Figure 1 shows how using technology can improve speaking skills in language learning. It highlights YouTube and Ruang Guru as key tools in this process. These platforms help learners improve their speaking by providing useful resources and interactive content. The framework also breaks down speaking skills into two parts: pronunciation and overall speaking proficiency, showing how technology helps enhance both areas.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher employed a Pre-Experimental design that incorporated both a pre-test and a post-test. Research design typically includes the implementation of a pre-test prior to the administration of treatment, followed by a post-test after the treatment has been administered. One way to achieve a more precise determination is by comparing the students' understanding before and after therapy, as proposed by Sugiyono (2010:64). The research design is lacking a control group. The researcher performed an initial evaluation on the student, and subsequently implemented a text-to-speech auditory intervention. Following the therapy session, the researcher proceeds to administer a post-test to the student.

Pre-test	Treatment	Post-test
X1	Y	X2

Notes:

X1: Pre-test.

Y: Treatment

X2: Post-test.

B. Population and Sample

1. Population

The research population comprised 2nd grade students from SMP Negeri 1 Batang Jenepono. The school had a total of 1 class, with each class consisting of 30 students. This study was conducted during the academic year 2023/2024.

2. Sample

The sample consisted of a group of 2nd grade students from SMP Negeri 1 Batang Jenepono. The sample was intentionally selected based on the class provided by the instructor for instructional purposes.

C. The variable of Research

1. The independent variable of the research

The independent variable is a factor that has the ability to affect or influence the dependent variable. The study focuses on the

independent variable of technology, specifically the utilization of Youtube Learning Channel and Ruang Guru.

2. Dependent variable of the research

The dependent variable is a variable that is affected or influenced by other variables. The speaking proficiency is considered as the dependent variable in this research.

3. Indicators

As stated by Lane et al. (2008), vocabulary serves as an indicator of accuracy, while pronunciation serves as an indicator of fluency.

D. Research Instrument

Data collection instruments play a crucial role in academic research. The accuracy of the research result is closely tied to the precision of the instrument used. Prior to initiating the research, it is imperative to ensure that the instrument for data collection is thoroughly prepared. The researcher utilized an oral examination in accordance with the research issues. The objective was to evaluate the students' aptitude in verbal expression. The researcher aims to examine the impact of technology-enhanced language learning on speaking proficiency.

There are two key factors to consider when assessing students' speaking proficiency: pronunciation and vocabulary. The evaluation of these aspects is based on specific criteria, which can be categorized as follows:

Table 3. 1 The assessment of vocabulary

Classification	Scores	Criteria
Excellent	96 - 100	The level of vocabulary and idioms used is similar to that of a native speaker.
Very Good	86 – 95	Occasionally employs unsuitable language and/or needs to rephrase concepts due to a lack of appropriate vocabulary.
Good	76 – 85	Often employs incorrect terminology, communication is somewhat restricted due to a limited vocabulary
Fairly Good	66 – 75	The incorrect usage of words and a severely restricted vocabulary pose significant challenges to understanding.
Fair	56 – 65	The vocabulary is so limited that it becomes virtually impossible.
Poor	36 – 55	After a moment of contemplation, I embarked on a search to uncover the precise definition of the word in question.
Very-Poor	0 – 35	Rife with extended and artificial breaks

Table 3.2 The Assessment of Pronunciation

Excellent	96 – 100	Regarded as equivalent and widely accepted by highly educated individuals who are native speakers of the language.
Very Good	86 – 95	Errors in pronunciation are quite rare.
Good	76 – 85	Mistakes seldom hinder

		comprehension and rarely bother those who speak the language fluently. The accent may clearly indicate a non-native origin.
Fairly Good	66 – 75	The accent is generally comprehensible, although it is frequently flawed.
Fair	56 – 65	Mistakes in pronunciation are common but can be comprehended.
Poor	36 – 55	Errors in pronunciation are frequent and hard to understood
Very Poor	0 – 35	Errors in pronunciation are frequent but can not be understood

(Heaton, 1988:100)

E. The Data Collection

The researcher's collection of pre-test and post-test data determined the final outcome of the study. The pre-test is utilized to assess the students' initial level of achievement prior to any intervention, while the post-test is employed to evaluate the students' accomplishments following the intervention.

The researcher adheres to a methodical approach in gathering the data, as described in the following section:

1. The researcher arrived at the class and prepared the students for the session.

The researcher took a few moments to provide the students with an explanation regarding the purpose of the study.

3. The researcher administered a pre-test. The researcher requested the students' attentiveness towards the video.

4. The researcher presented a series of questions to the students that pertained to the topic of video.

5. The researcher conducted a series of six sessions, utilizing the educational platforms Ruang Guru and YouTube videos.

6. Finally, the researcher carried out the post-test.

F. Data Analysis Technique

The subsequent phase involved data analysis using SPSS after the technique procedure for data collection was completed. The students' speaking abilities were evaluated using a particular formula in the research:

1. Calculating the Student's Percentage Regarding the Post-Test and Pre-Test,

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

(Gay, 2006)

2. Calculating the Average Score

The evaluation of the students' speaking skill is determined through the utilization of the following formula:

Where: $x = \frac{\sum x}{N}$

X = The Average Scores
 \sum = The total of all score
N = The total of students

3. Understanding the enhancement of one's speaking proficiency score:

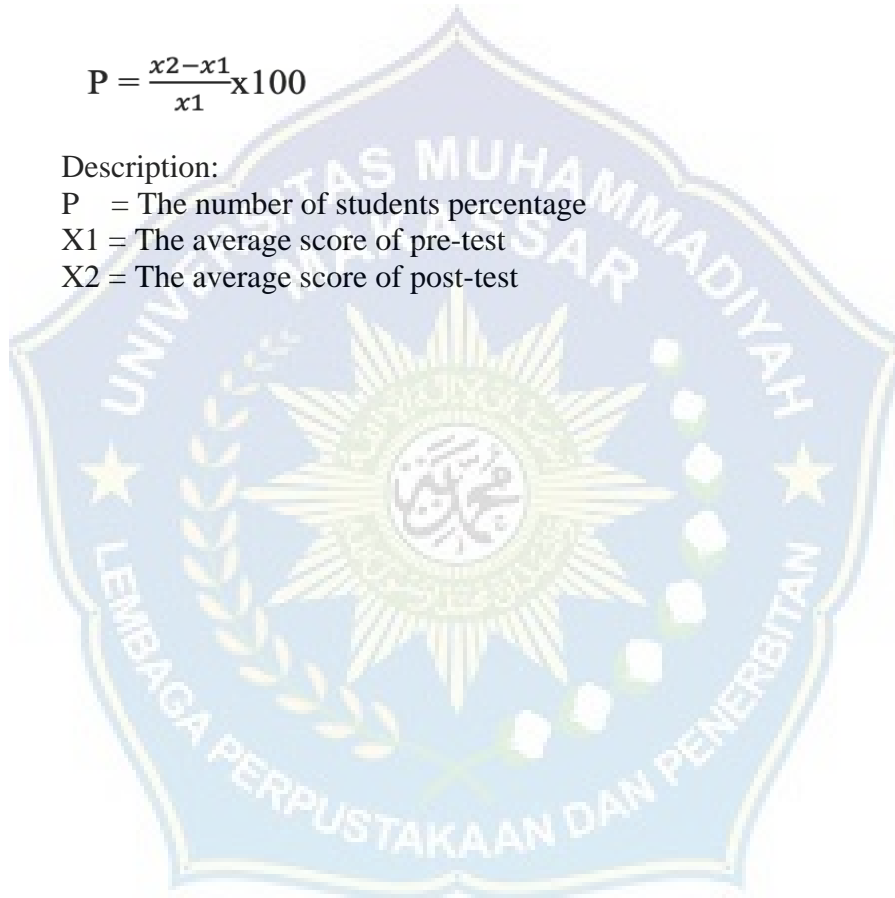
$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Description:

P = The number of students percentage

X1 = The average score of pre-test

X2 = The average score of post-test



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter specifically presents the research findings, providing a detailed description of the data and engaging in a thoughtful discussion. The arguments and interpretations of the findings are also presented.

A. Findings

conducting the inquire about, the analyst gotten two sorts of information; the score of pre-test and the score of post-test was given some time recently the treatment and post-test was given after the treatment. The result are displayed as takes after:

a. **Students Speaking proficiency after learning using Technology-Enhanced Language Learning (TELL)**

Technology-Enhanced Language Learning (TELL) refers to the application of digital tools and resources to facilitate and improve language learning. This research aims to investigate how TELL impacts students' speaking proficiency, focusing on various technological interventions and their effectiveness in enhancing oral communication. The result of the

research after learning using technology-Enhanced language learning (TELL) showed the significance influence based on the result of the pre-test and post-test of the students. Data distribution can be clearly seen below:

1) Mean Score of Pre-Test and Post-Test

The impact of Technology-Enhanced Language Learning (TELL) on the speaking proficiency of students at SMPN 1 Batang Jenepono. It assessed the students' speaking proficiency. By investigating the impact of technology-enhanced language learning on speaking proficiency, this research aims to contribute to the field of language education and inform educators, learners, and policymakers about the potential benefits and challenges associated with incorporating technology into language learning.

Table 4.1 Mean Score of the Students' Speaking Proficiency after Using TELL

No	Indicator	Mean Score		Results
		Pre-Test	Post-Test	
1	Speaking Proficiency	73,9	81,9	11%

Table 4.1 states that before using TELL. Students scored an average of 73.9 on the pre-test. The level of proficiency of students. After using TELL, their average score on the post-test increase to 81.9.

This notable improvement of 11% between the pre-test and post-test suggests a substantial enhancement in students' speaking abilities after undergoing the treatment. Such progress highlights the effectiveness

of the program in fostering growth and development in spoken communication Proficiency among the students.

The increase in proficiency from the pre-test to the post-test signifies not only the acquisition of new speaking Proficiency but also the consolidation and improvement of existing ones. These results underscore the positive impact of the treatment, demonstrating its efficacy in advancing students' speaking proficiency levels.

2) Distribution of the Students Proficiency Score

a) Pre-Test

Table 4.2 Score of Students Speaking proficiency

No	Classification	Score	Frequency
1	Excellent	96 – 100	0
2	Very Good	86 – 95	0
3	Good	76 – 85	6
4	Fairly Good	66 – 75	24
5	Fair	56 – 65	0
6	Poor	36 – 55	0
7	Very Poor	0 – 35	0
	Total		30

Table 4.2 states the students score percentage. 24 students are indicated as fairly good, indicating a moderate level of performance. Additionally, 6 of students achieve scores as Good, signifying a satisfactory level of proficiency.

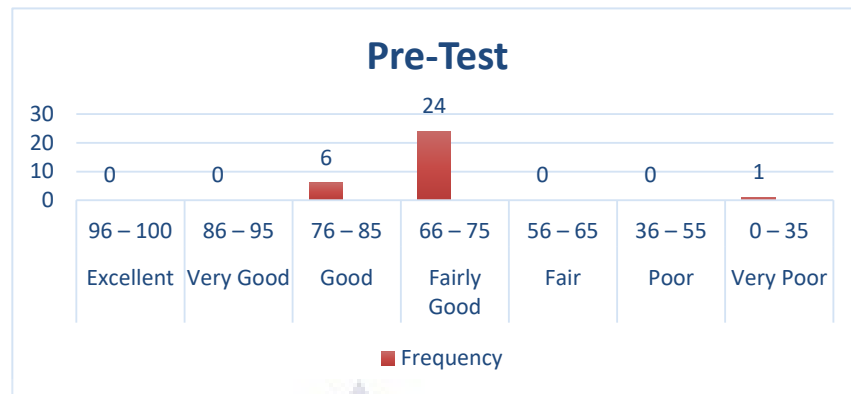


Figure 4.1 Score of Students Speaking proficiency in Pre-Test

b) Post Test

Table 4.3 Distribution of students Post-Test Scores

No	Classification	Score	Frequency
1	Excellent	96 – 100	0
2	Very Good	86 – 95	3
3	Good	76 – 85	27
4	Fairly Good	66 – 75	0
5	Fair	56 – 65	0
6	Poor	36 – 55	0
7	Very Poor	0 – 35	0
	Total		

Table 4.3 provides a detailed breakdown of classification scores, their corresponding score ranges, frequency, and percentage distribution among students. The majority of students, comprising 27 of the total classify as good classification, denoting a commendable level of performance. Additionally, 3 of students indicate as Very Good classification, indicating a high level of proficiency. These results show where students are strong

and where they need improvement. This information can help create specific plans to boost performance and improve overall proficiency for everyone.

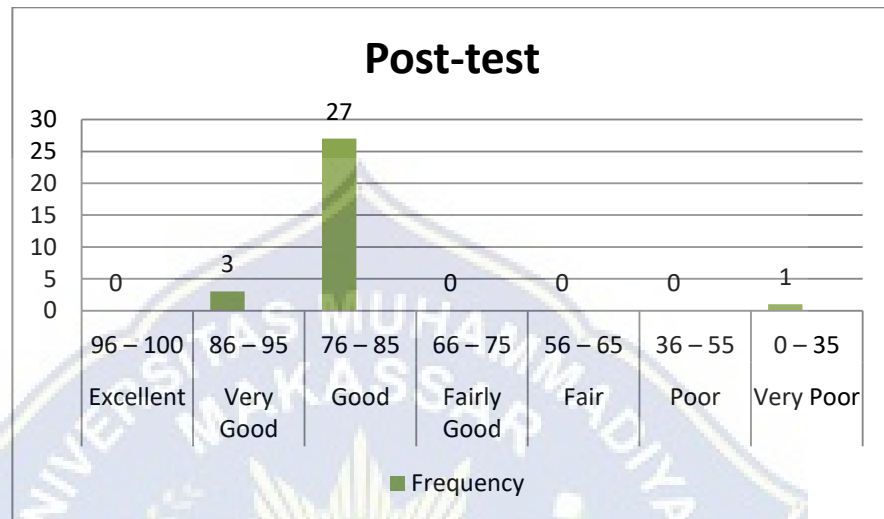


Figure 4.2. Distribution of students Post-Test Scores

c) Pre-Test and Post-Test Scores

In this study the researcher conduct Pre-Test before the treatment. The next step the researcher applied the treatment using TELL. In the last step the researcher conduct the post-test to measure the impact of using TELL. Below present the Pre-Test and Pos-Test score of the students.

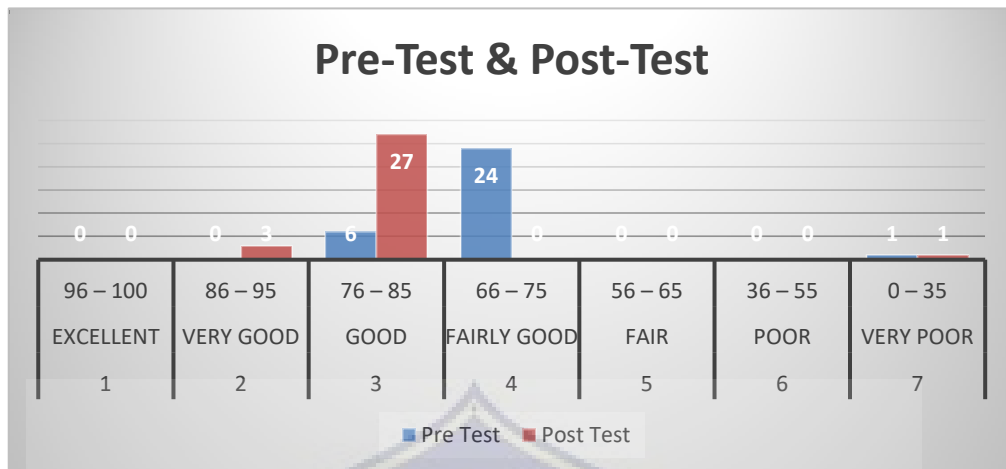


Figure 4.3 Classification of students Pre-Test and Post-Test

Figure 4.3 shows students' scores before and after taking a treatment to measure their progress. Before the test, students were in the "Good" category, and one student (3%) was in the "Very Poor" category.

After the treatment, 87% of students were still in the Good category, showing improvement. Some students even moved up to the "Very Good" category. However, one student (1%) remained in the "Very Poor" category.

These results show that the teaching using TELL helped most students improve, but there are still areas that need more work. This information is useful for making future tests and programs even better.

b. The impact of Technology-Enhanced Language Learning (TELL) in speaking proficiency

The result of this study showed the impact of TELL in speaking proficiency of the students. The impact means that, there is difference

between before treatment using technology-enhanced language learning in the learning process. Upon completion of the research, the researcher collected two types of data: the pre-test scores and the post-test scores from SMPN 1 Batang Jenepono. The findings suggest that there is a notable effect following the intervention utilizing Youtube and Ruang Guru. In order to determine the significance of the pre-test and post-test, the researcher conducted a t-test analysis. The level of significance was found to be 0.00, with the degree of freedom (df) equal to N-1, where N represents the number of subjects (30 students). Table 4.1 presents the findings of the t-test analysis conducted to assess the speaking proficiency of the students.

Table 4.3 Impact of Technology-Enhanced Language Learning (TELL) in speaking proficiency

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
VAR00001/Pre -Test	30	73.9667	2.76035	.50397
VAR00002/Post - Test	30	81.9333	2.36254	.43134

The paired sample statistics offer a comprehensive overview of the pre-test and post-test scores gathered from the students in the study. The mean pre-test score, calculated at 73.97, represents the average proficiency level observed before the implementation of Technology-Enhanced Language Learning (TELL) activities. Data from 30 students were included in this analysis, with a standard deviation of approximately 2.76 indicating the degree of variability among the pre-

test scores. The standard error mean for the pre-test, estimated at 0.50, provides insight into the precision of the mean pre-test score and suggests the reliability of the sample mean as an estimate of the population mean. Conversely, the mean post-test score of 81.93 signifies the average proficiency level achieved after the TELL treatment. The consistency of the sample, with 30 students contributing to the post-test data, reinforces the reliability of the findings. The standard deviation of approximately 2.36 for the post-test scores reflects the spread of scores around the mean post-test score. Additionally, the standard error mean for the post-test, computed at 0.43, indicates the precision of the mean post-test score estimate. These statistics collectively provide valuable insights into the distribution, variability, and precision of pre-test and post-test scores, laying the groundwork for further analysis to evaluate the effectiveness of TELL in enhancing speaking proficiency.

One-Sample Test

Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR00001	146.768	29	.000	73.96667	72.9359	74.9974
VAR00002	189.951	29	.000	81.93333	81.0511	82.8155

Table 4.4 showed that, when the sign $.000 < 0,05$ level of confidence, H_0 is Rejected and the H_1 is accepted, it is conclude that the mean score of the students before giving treatment is lower than mean score

of students after giving treatment, so the impact of TELL is significant on student speaking proficiency.

B. DISCUSSION

1. Students Speaking proficiency after learning using Technology-Enhanced Language Learning (TELL)

Based on pre-test and post-test score, it was observed that there was a notable improvement in speaking proficiency after the implementation of the TELL treatment. The improvement was 10% after implement the TELL. These findings are consistent with prior studies that have demonstrated the beneficial effects of TELL on language proficiency outcomes.

The findings of this study add to the increasing amount of research on the efficacy of TELL treatment in the field of language education. In line with prior research (Lee & Lee, 2019), this study demonstrates the effectiveness of Technology-Enhanced Language Learning (TELL) in improving speaking proficiency through interactive and engaging learning experiences. Integrating technology into language instruction offers students valuable opportunities to practice language authentically and access a variety of multimedia resources, thereby enhancing their speaking skills.

The observed improvement in speaking proficiency provides evidence that TELL treatments can effectively address the unique needs and preferences of individual learners. This finding aligns with prior research that emphasizes the personalized nature of TELL approaches (Wang et al.,

2020). By utilizing technology, educators can create dynamic learning environments that cater to the individual language learning goals and abilities of students, resulting in better outcomes in speaking proficiency.

The study also highlights the importance of ongoing professional development for educators to successfully integrate TELL into language instruction. This recommendation aligns with previous research that underscores the need for continuous training and support to improve educators' digital literacy and pedagogical knowledge in TELL (Johnson & Wang, 2019). By allocating resources to professional development initiatives, institutions can ensure the effective implementation of TELL treatments and maximize their impact on speaking proficiency outcomes

Ultimately, this research shows the effectiveness of TELL treatments in improving students' oral communication skills. By incorporating technology into language instruction, educators can create dynamic and interactive learning environments that promote substantial language practice and support students' language learning journeys. Further research should explore new TELL approaches and instructional strategies to improve speaking proficiency outcomes and advance language education practices.

2. The impact of Technology-Enhanced Language Learning (TELL) in speaking proficiency

The results of this study show that Technology-Enhanced Language Learning (TELL) has a significant positive impact on improving students'

speaking proficiency. Unlike previous reports, the analysis revealed a substantial increase in speaking proficiency scores from the initial test to the final test, with an average improvement of about 10% points. This increase is statistically significant indicating that the TELL treatment effectively enhanced the students' speaking skills.

While previous research on TELL has produced mixed results, this study stands out by demonstrating a clear and positive effect on speaking proficiency scores. This difference highlights the variability in outcomes across different educational settings and underscores the need for further research to understand the factors that influence the effectiveness of TELL.

For example, a study by Lee and Lee (2019) explored the effects of TELL on university students' language proficiency. Their results varied, with some students showing improvement and others not. In contrast, our study consistently found gains in speaking proficiency. This suggests that the success of TELL may depend on factors such as the target audience, teaching methods, and how technology is used in language learning tasks.

Similarly, a meta-analysis by Wang et al. (2020) reviewed multiple studies on TELL's effectiveness. While some studies reported positive effects, the overall results were inconsistent. This emphasizes the need for more research to identify the best teaching methods. This study adds to the evidence by showing that TELL can positively impact speaking proficiency for students at SMPN1 Batang Jenepono.

The effectiveness of TELL treatments can vary based on different contextual factors. More research is needed to understand these factors and to develop instructional practices based on solid evidence.

Several factors might explain the improvement in speaking proficiency observed in this study. The design and implementation of TELL activities were likely very effective in promoting speaking skills. Additionally, differences in students' language proficiency, motivation, and engagement levels may have influenced the treatment's success.

Despite the noticeable improvement in speaking proficiency, this research highlights the importance of careful planning and execution of TELL treatments to maximize their effectiveness. TELL remains a promising approach in language learning, offering students interactive, engaging, and personalized experiences. Future research should continue exploring new TELL methods and instructional strategies to further enhance speaking proficiency outcomes.



CHAPTER V

CONCLUSION

A. CONCLUSION

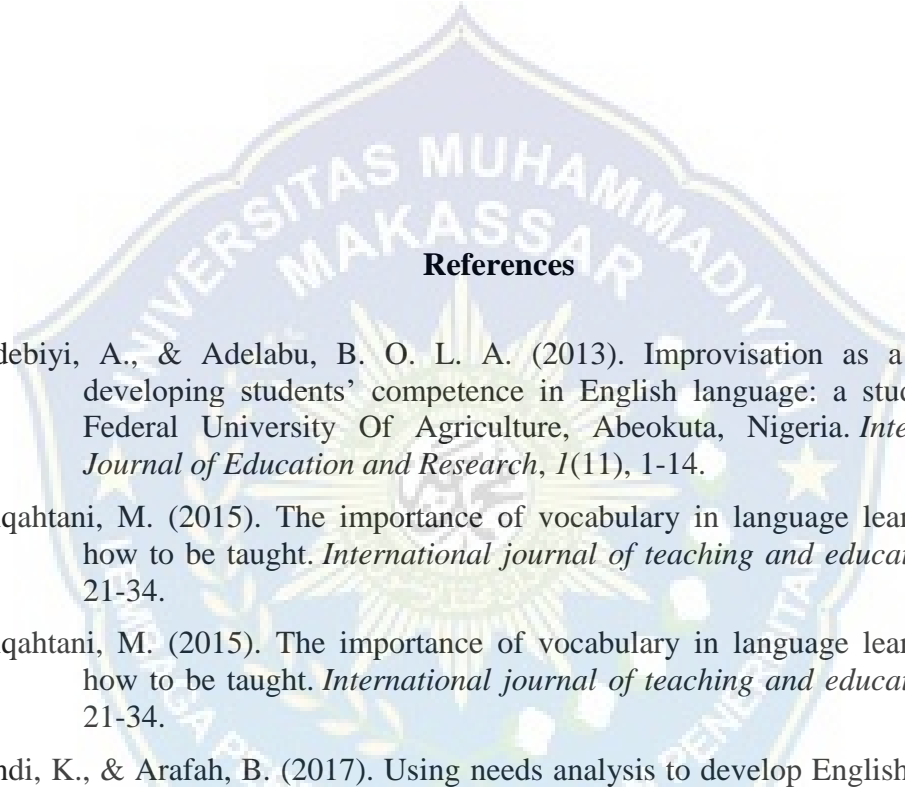
The study shows that students' speaking proficiency significantly improved after using Technology-Enhanced Language Learning (TELL). Pre-test and post-test data revealed a significant increase in speaking proficiency scores, with an average improvement of about 11% points. This indicates that the students achieved higher levels of speaking proficiency due to the TELL treatment.

The study provides strong evidence that Technology-Enhanced Language Learning (TELL) has a significant positive impact on the speaking proficiency of students at SMPN1 Batang Jeneponto. The statistically significant increase in speaking proficiency after the TELL

treatment shows its effectiveness in enhancing students' speaking skills. This finding highlights the potential of TELL to support language learning by offering interactive, engaging, and personalized learning experiences that meet individual learner needs and preferences.

B. SUGGESTION

1. The English teachers at UPT SMP Negeri 1 Batang recommended incorporating technology-enhanced language learning (TELL) into the reading curriculum for the Second Grade Students. They found that this approach was highly effective in enhancing the students' speaking proficiency.
2. This research provides valuable information and the proposed strategy can be effectively implemented due to its versatility and relevance to students' daily lives.



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APPENDICES

Appendix 1

The Student Score

Name	Pre-test	Post-test
S1	75	80
S2	70	80
S3	70	80
S4	70	80
S5	73	80
S6	71	83
S7	75	82
S8	75	85
S9	70	80
S10	78	81
S11	76	83
S12	75	87
S13	78	88
S14	79	80
S15	75	85
S16	73	80
S17	72	82
S18	73	82
S19	78	83
S20	75	85
S21	72	80
S22	73	81
S23	75	81
S24	75	80
S25	75	82
S26	75	86
S27	70	80
S28	70	80
S29	75	82
S30	78	80

Appendix 2

NAME :

CLASS : on

CHOOSE THE CORRECT ANSWER

Handy : Can I borrow your sharpener?

Ghina : Sure, here it is.

Handy : Thank you.

Ghina : . . .

The suitable response is . . .

- A. Don't mention it.
- B. Thank you.
- C. I'm sorry
- D. OK

Handy : May I help you carry those boxes?

Jojo : . . . I can do it myself.

- A. Yes
- B. Sure
- C. Of course
- D. No, thanks

Handy : Do you mind if I close the window?

Lani : . . . and close it.

- A. No, go right ahead
- B. Yes of course
- C. I have no idea
- D. I know

Handy : Can I use your ruler?

Heni : . . . I'm using it now.

- A. I'm alright
- B. I'm sorry
- C. I'm sure
- D. I'm fine

Handy : Do you think I could use your motorcycle?

Irfan : . . . you don't have license yet.

- A. Of course
- B. I think you can
- C. I don't think so
- D. I agree with you

Handy : May I help you?

Customer : . . .

Handy : Go straight this aisle. The restroom is just after the men department store.

- A. Yes. Can you tell me where the restroom is?
- B. Thanks. The restroom is far from here.
- C. You are right. Are you kind?
- D. Sure. You are helpful.

Handy : Can I have the salt?

Dimas : Of course, here you are.
Where does the dialogue probably happen?
A. A department store
B. A restaurant
C. A hospital
D. A library

Handy : . . . it's hot here.
Vina : Sure. Go ahead.
A. Could you open the window?
B. Should I close the window?
C. Could I open the window?
D. Will you close the door?

Handy : . . .
Wina : Sure. You can sit here. The seat is free.
A. Can I sit here?
B. Whose seat is it?
C. Where is the seat?
D. Do you have the seat?

Handy : May I ask you a question?
Rani : . . . what do you want to know?
A. Sure
B. Be quiet
C. Of course not
D. Leave me alone

Pre-test asking and giving Opinion

- Ani :
Ida : I think it's great
A. Have you read this book?
B. What do you think of this book?
C. What is it?
D. Do you know this?
E. How do you do?
- Ani :
Ida : I love it
A. How do you like this place?
B. What does it mean?
C. Do you want to join us?
D. Isn't the idea worse than before?
E. I love you
- Kate : We'll have a long holiday next month. What are you going to do?
Yani :
Kate : I hope you have a nice trip
Complete the dialogue above
A. I am thinking of going to Bali Sorry
B. Sorry, I can't tell you
C. It's not your business
D. I have nothing to do
E. I don't know what to do

4. Alex : What do you think about the film ?

Bram : I think

Complete the dialogue above

- A. I like it
- B. Thank you
- C. I can't hear you
- D. You forget it
- E. Let's go

5. Eric : I think our city is very hot at the moment.

Era : I don't think so Our city is much cooler than other cities in this country.

Complete the dialogue above

- A. I know it
- B. I am thinking of
- C. He forget it
- D. In my opinion
- E. See you

6. Bowo : I feel tired and I feel dizzy.

Sri : I think Don't leave the bed if it is not necessary.

Complete the dialogue above

- A. You must sing
- B. You should lie down and have some rest
- C. You can see the doctor tonight
- D. I will take you to the hospital
- E. I must take some rest, too

7. Dave: So what do you think of my singing?

John: It's really good, but I suggest to try singing in a high tune.

Dave: Thanks, John.

John: No problem, Dave!

From the dialogue above, John is...

- A. Asking for help
- B. Giving an opinion
- C. Asking for an opinion
- D. Giving help
- E. Giving attention

8. Jade: What do you think of my drawing?

Rose: It's amazing, but I think you should erase the scribbles over here.

Jade: Thank you so much for your opinion, Rose!

Rose: My pleasure.

From the dialogue above, Rose is...

- A. Asking for attention
- B. Asking a question
- C. Giving an opinion
- D. Giving help
- E. Asking for help

9. Dirk: Can you give me an opinion about my sculpture?

Jake: Sure thing! I think you should have had fixed the hand.

Dirk: Thanks, Jake.

Jake: No problem!

From the dialogue above, Dirk is...

- A. Asking for help
- B. Giving help
- C. Giving opinion
- D. Asking for an opinion
- E. Asking for help

10. Jane: Roxy, what do you think of the cake I bake?

Roxy: It's really delicious! I love it!

Jane: yes!

From the dialogue above, Jane is...

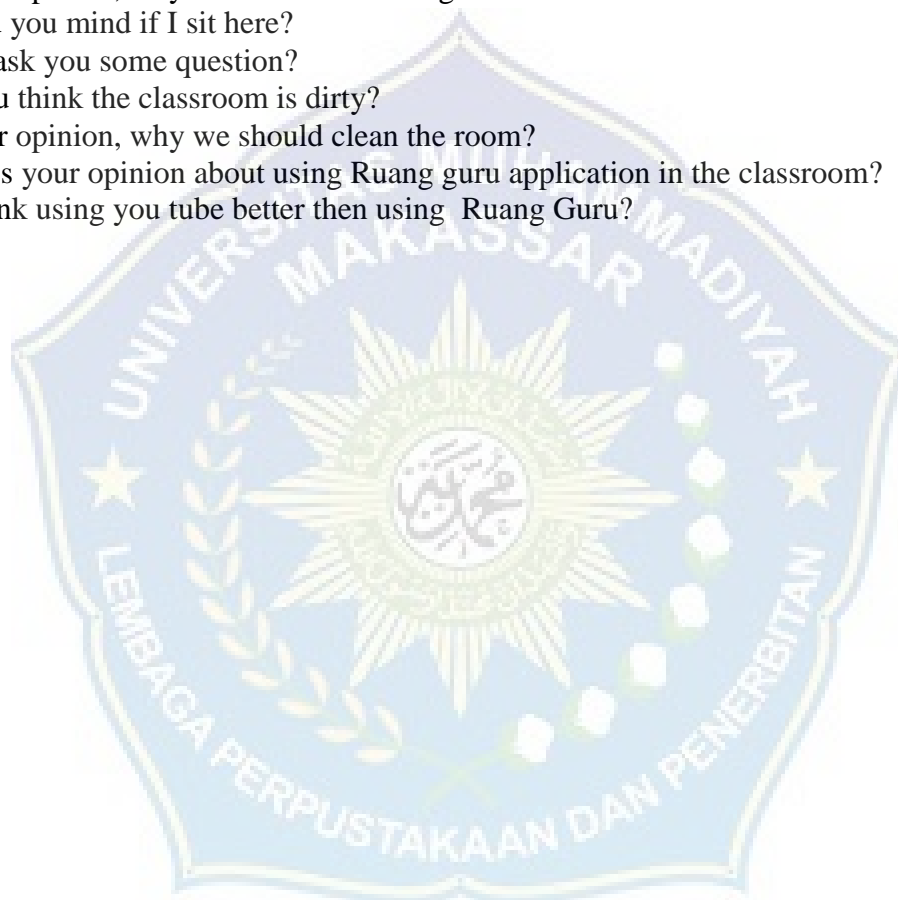
- A. Asking for an opinion
- B. Asking for help
- C. Requesting for attention
- D. Giving an item
- E. Giving opinion



Post- Test

Theme: Classroom

1. May I use your pen?
2. What is your opinion about the class?
3. Do you think the class is clean?
4. What is your comment about your friend uniform?
5. In your opinion, why we should learn English?
6. Would you mind if I sit here?
7. Can I ask you some question?
8. Do you think the classroom is dirty?
9. In your opinion, why we should clean the room?
10. What is your opinion about using Ruang guru application in the classroom?
11. Do think using you tube better then using Ruang Guru?



Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMPN1 Batang Jenepono
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII / I (Ganjil)
Materi Pokok	: Memberi dan meminta ijin (Asking and Giving Permission)
Alokasi Waktu	: 2 x 40 Menit (1 Pertemuan)

1. Kompetensi Inti

- KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

2. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya	3.3.1 Menemukan ungkapan yang digunakan untuk meminta dan memberi ijin dalam bahasa Inggris 3.3.2 Menentukan ungkapan meminta dan memberi ijin dalam bahasa Inggris secara tulis di kelas 3.3.3 Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan dalam ungkapan meminta dan memberi ijin
4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.3.1 Memilih ungkapan yang tepat untuk dialog terkait Asking and Giving Permission 4.3.2 Melengkapi dialog terkait Asking and Giving Permission dengan ungkapan yang tepat 4.3.3 Menyusun teks percakapan pendek untuk meminta ijin serta menanggapi sesuai konteks di kelas dan di sekolah 4.3.4 Melakukan percakapan pendek tentang ungkapan meminta dan memberi dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk lisan.

3. Tujuan Pembelajaran

Melalui model pembelajaran Problem Based Learning, maka :

Siswa mampu menggunakan fungsi sosial, struktur teks dan unsur kebahasaan dalam ungkapan meminta dan memberi ijin
 Siswa mampu melengkapi dialog terkait Asking and Giving Permission dengan ungkapan yang tepat
 Setelah mengamati gambar, siswa mampu menyusun percakapan pendek dengan menggunakan ungkapan meminta ijin serta menanggapi sesuai konteks di kelas dan di sekolah dengan tepat
 Siswa mampu melakukan percakapan pendek yang sudah dibuat untuk meminta ijin serta menanggapi sesuai konteks di kelas dan di sekolah dengan percaya diri dengan tepat

4. Materi Pembelajaran

Fungsi Sosial

Menjaga hubungan interpersonal dengan guru dan teman

Struktur Teks

Asking for permission	Giving permission	Refusing permission
Can I borrow your pencil please? Excuse me. May I borrow your pen? May I go to the bathroom, please? May I please use the computer? Would you mind if I sit here? Do you mind if I smoke?	Yes, you can. Yes, you may. Sure, go ahead. No, I don't mind.	No, you can not. No, you may not. Sorry, you are not permitted. I don't mind if you burn.

Unsur Kebahasaan

Ungkapan a.1 *let's ..., can you..., would you like ..., may I, please.*

Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik : Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab

5. Pendekatan/Model Pembelajaran/Metode: Pendekatan : Scientific Approach

Model : Problem Based Learning

Metode : Tanya jawab, wawancara, diskusi dan bermain peran

6. Media Pembelajaran 1. Media :

Audio Visual : Asking and Giving Permission <https://youtu.be/5yBONeZ48H0>

Gambar

Worksheet atau lembar kerja (siswa)

Lembar penilaian

2. Alat/Bahan :

Laptop,

Speaker

7. Sumber Belajar

Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings a Bell*, Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014

<https://youtu.be/5yBONeZ48H0>

Handout

8. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan		
Orientasi	<ul style="list-style-type: none"> Guru dan siswa saling mengucapkan salam Siswa memimpin temannya membaca doa bersama Guru memeriksa kehadiran siswa 	10 Menit
Apersepsi	<p>Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</p> <p>Guru membimbing siswa dengan menyampaikan tujuan pembelajaran yang akan dicapai pada KD tersebut</p> <p>Guru membimbing siswa dengan menyampaikan kompetensi yang akan dipelajari</p> <p>Guru memberikan kesempatan kepada siswa untuk bertanya apabila ada yang belum dimengerti tentang pembelajaran yang lalu</p> <p>Guru memberikan motivasi kepada siswa</p>	
Kegiatan Inti		
Tahap 4 : Mengembangkan dan menyajikan hasil karya	<p>Guru membimbing dan mengarahkan siswa melengkapi dialog terkait Asking and Giving Permission dengan ungkapan yang tepat. (Bekerjasama, Tanggung jawab)</p> <p>Siswa diarahkan menyusun sebuah dialog sederhana terkait Asking and Giving Permission melalui gambar yang disajikan dengan memperhatikan struktur teks dan unsur kebahasaan penulisan. (Bekerjasama, Tanggung jawab, disiplin)</p> <p>Peserta didik mengecek kembali hasil diskusinya bersama secara berkelompok. (Bekerjasama, Tanggung jawab)</p> <p>Siswa mempresentasikan hasil dialog Asking and Giving Permission yang telah dibuat bersama kelompok dalam bentuk Role Play (Bekerjasama, Percaya diri, Disiplin)</p>	50 Menit
Tahap 5 : Menganalisis dan mengevaluasi proses pemecahan masalah	<p>Peserta didik dalam kelompok saling memberikan tanggapan dan masukan terhadap hasil presentasi kelompok lain. (Bekerjasama, Percaya diri, Disiplin)</p> <p>Peserta didik memperhatikan penjelasan dari guru mengenai pemberian umpan balik (feedback) dan penguatan terhadap hasil kerja kelompok (Tanggung jawab)</p>	
Kegiatan Penutup		

	<p>Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.</p> <p>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa</p>	10 Menit
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9. Penilaian

Terdapat 3 jenis penilaian, yaitu Penilaian sikap, Pengetahuan dan keterampilan

Penilaian Sikap

Observasi: Mengamati sikap peserta didik selama pembelajaran dalam hal sikap mampu bekerjasama dengan teman, bertanggung jawab, percaya diri, dan aktif.
(*format terlampir*)

1. Penilaian Pengetahuan

Penilaian pengetahuan berupa tes tertulis(*format terlampir*)

2. Penilaian Keterampilan

Siswa mampu melakukan percakapan pendek terkait Asking and Giving Permission
(*format terlampir*)

3. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan (*format terlampir*)

4. Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial (*format terlampir*)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMPN1 Batang Jenepono
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Asking and Giving Opinion
Kelas/ Semester	: VIII/Ganjil
Tahun Pelajaran	: 2022/2023
Alokasi Waktu	: 2 x 40 menit (2 JP)

A. KOMPETENSI INTI

KI. 1	Menghayati dan menghargai ajaran agama yang dianutnya.
KI. 2	Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggungjawab, dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional.
KI. 3	Memahami pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya, tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI. 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.	3.1.1 Menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan meminta dan memberi pendapat. 3.1.2 Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan memberi pendapat.
4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai	4.1.1 Menyusun teks tulis sederhana tentang ungkapan meminta dan memberi pendapat. 4.1.2 Meminta dan memberi ungkapan dan pendapat tentang suatu benda.

konteks	
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C. Tujuan Pembelajaran

Peserta didik mampu menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan meminta dan memberi pendapat.

Peserta didik mampu mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan memberi pendapat.

Peserta didik mampu menyusun teks tulis sederhana tentang ungkapan meminta dan memberi pendapat.

D. MATERI PEMBELAJARAN

Materi : Teks interaksi interpersonal: ungkapan meminta dan memberi pendapat

Fungsi Sosial : Melakukan hubungan interpersonal dengan guru dan teman, dengan menggunakan ungkapan meminta dan memberi pendapat

Struktur Teks : Teks ungkapan-ungkapan meminta dan memberi pendapat.

Asking Opinion	Giving Opinion	Responses
What is your opinion about ...?	In my opinion...	I think so
What do you think about ...?	In my view...	That is right.
How do you feel?	I think...	It is true
Do you have any idea ?	I believe...	I don't think so
Please give me your opinion.	I guess...	If I may say so,...
What is your comment on ... ?	According to me	I disagree
Do you think....?	In my point of view,	I can't say that

Unsur kebahasaan

Kosa kata: kata sifat sederhana

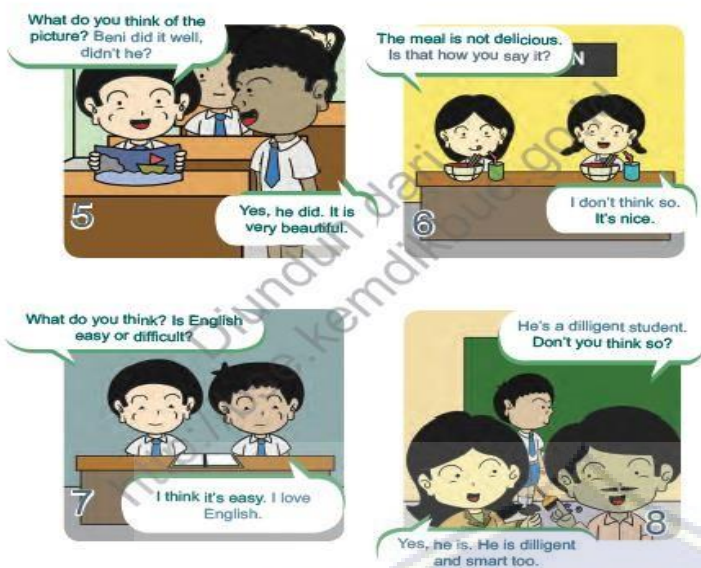
Tata bahasa: kata rujukan *it, they, these, those, that, this*.

Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

Ucapan, tekanan kata, intonasi

Ejaan dan tanda baca

Tulisan tangan



Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

E. METODE PEMBELAJARAN

- Pendekatan : Scientific Approach
- Metode Pembelajaran : Cooperative Learning
- Model : Diskusi dan penugasan.

F. MEDIA DAN ALAT PEMBELAJARAN

- Media
- Gambar
- Powerpoint
- Bahan Ajar
- Alat/Bahan
- Laptop
- Proyektor

G. SUMBER BELAJAR

- Kementerian Pendidikan dan Kebudayaan. 2017. *Buku Siswa When English Rings a Bells VIII*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Drs. Mukarto, Dkk. 2018. *English on Sky For Junior High School Students Year VIII* (buku 2): Erlangga
- Sumber internet (Ruang Guru):

H. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
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<p>Pendahuluan</p>	<p>Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) Guru memeriksa kehadiran peserta didik sebagai sikap disiplin Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Guru mempersiapkan peserta didik dengan melakukan ice breaking (Three dor) Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari.</p>	<p>10 Menit</p>
<p>Kegiatan Inti</p>	<p>SINTAK MODEL PEMBELAJARAN (5 M)</p>	
<p>Stimulation (stimulasi/ pemberian rangsangan)</p>	<p>Mengamati Langkah pertama download dan install aplikasi Ruangguru di smartphone kamu. Selanjutnya silahkan buka aplikasi Ruangguru, lalu pilih menu Login. Kemudian isi nama lengkap, email, nomor telepon, kelas dan password > lalu pilih MULAI BELAJAR. Selanjutnya isikan data diri anda yaitu provinsi dan kota > lalu pilih LENGKAP. After that, fill in the parent's name and parent's telephone number > then check the agreement box > then select DONE. Please choose the first service, namely study room.</p>  <p>Setelah itu Anda harus memilih kelas dengan memilih menu dropdown Pilih Kelas yang ditandai dengan panah merah berikut. Selanjutnya silahkan pilih mata pelajaran yang tersedia.</p> <p>Beragam topik atau materi akan muncul, mulai dari yang gratis hingga berbayar atau berlangganan. Anda dapat mencoba terlebih dahulu dengan melihat materi gratis. Silakan pilih materi berlabel GRATIS.</p>	<p>60 Menit</p>

	<p>Kemudian pilih video pertama atau bisa juga dengan mendownloadnya.</p> <p>Guru menjelaskan dan mencontohkan tentang penggunaan ungkapan meminta dan memberi pendapat bersarkan video telah ditonton oleh siswa.</p>	
<p>Problem statement (pertanyaan/ identifikasi masalah)</p>	<p>Menanya</p> <ul style="list-style-type: none"> • Peserta didik dibimbing oleh guru untuk memberikan pertanyaan berkaitan dengan materi yang disampaikan tentang ungkapan meminta dan memberi pendapat. 	
<p>Data processing (pengolahan Data)</p>	<p>Mengumpulkan Data</p> <p>Peserta didik diminta untuk membacakan dialog sederhana tentang ungkapan meminta dan memberi pendapat secara berpasangan didepan kelas.</p> <p>Peserta didik mengidentifikasi ungkapan meminta dan memberi pendapat yang terdapat pada dialog.</p> <p>Peserta didik menyebutkan ungkapan-ungkapan meminta dan memberi pendapat.</p>	
<p>Verification (pembuktian)</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk mengerjakan soal latihan berupa mengidentifikasi ungkapan meminta dan memberi pendapat berdasarkan dialog pada Lembar kerja Peserta Didik (LKPD). 	
<p>Kegiatan</p>	<p>Deskripsi Kegiatan</p>	
		<p>Alokasi Waktu</p>

	<p>Peserta didik diminta untuk mengecek jawaban dari lembar kerja peserta didik lainnya dengan menanamkan sikap jujur dan memberikan skor penilaian.</p> <p>Peserta didik dibagi menjadi 8 kelompok. Setiap kelompok terdiri dari 4 peserta didik.</p> <p>Guru membagikan kertas kartun dan meminta peserta didik untuk menyusun kalimat acak menjadi sebuah dialog yang tepat tentang meminta dan memberi pendapat dengan kelompoknya masing masing.</p> <p>Bagi kelompok yang telah selesai dapat menempelkan hasil pekerjaannya dipapan tulis (Kelompok yang paling cepat dan benar akan diberikan reward).</p>	
Generalization (menarik kesimpulan)	<p>Mengkomunikasikan</p> <p>Memberi feedback kepada peserta didik tentang hasil yang telah mereka kerjakan.</p> <p>Memberi soal evaluasi kepada peserta didik.</p>	
Penutup	<p>Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari.</p> <p>Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan.</p> <p>Menyampaikan informasi tentang rencana kegiatan pembelajaran selanjutnya.</p> <p>Mengucapkan salam penutup</p>	10 Menit

I. Penilaian, Pembelajaran Remedial dan Pengayaan

Teknik Penilaian

Sikap

Observasi

Pengetahuan

1) Tes Tertulis

Isian (Dialog rumpang)

Keterampilan

Tes Tulis (Menyusun kalimat acak menjadi dialog sederhana)

Instrumen Penilaian (Terlampir)

Pembelajaran Remedial dan Pengayaan

a. Remedial

Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar

Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.

- *Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan memberi pendapat.*

Pengayaan

Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.

Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik. Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

- *Making a dialog with your partner about asking and giving opinion.*





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SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Ainun Naqia. D

Nim : 105351111817

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	8 %	25 %
3	Bab 3	6 %	10 %
4	Bab 4	6 %	10 %
5	Bab 5	0 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 10 Juni 2024

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



Hum.,M.I.P

964 591

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

: **AINUN NAQIA, D**

: **10535111817**

: *Investigating The Impact Of Technology-Enhanced Language Learning (TELL) On Speaking Proficiency*

Tanggal Ujian Proposal : **11 NOVEMBER 2023**

Tempat/Lokasi Penelitian : **UPT SMP NEGERI 1 BATANG**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Jumat/ 26 Januari 2024	Pemohonan Izin Penelitian	Sudirman, L. S. Pd	
2	Sabtu/ 27 Januari 2024	Pelaksanaan Penelitian	Syamsuhaery Syarif, S. Pd	
3	Selasa/ 30 Januari 2024	Pelaksanaan Penelitian	Syamsuhaery Syarif, S. Pd	
4	Sabtu/ 03 February 2024	Pelaksanaan Penelitian	Syamsuhaery Syarif, S. Pd	
5	Selasa/ 06 February 2024	Pelaksanaan Penelitian	Syamsuhaery Syarif, S. Pd	



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6	Selasa/ 13 February 2024	Pelaksanaan Penelitian	Syamsuhaery Syarif, S. Pd	4
7	Sabtu/ 17 February 2024	Pelaksanaan Penelitian	Syamsuhaery Syarif, S. Pd	4
8	Selasa/ 20 February 2024	Pelaksanaan Penelitian	Syamsuhaery Syarif, S. Pd	4
9	Sabtu/ 24 February 2024	Pelaksanaan Penelitian	Syamsuhaery Syarif, S. Pd	4
10	Senin/ 26 February 2024	Penandatanganan Keterangan Selesai Meneliti	Sudirman L, S. Pd	

Jenepono, 26 February 2024

Mengetahui,

Ketia Program Studi,
FKIP Unismuh Makassar



Dr. Umi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807

Mengetahui, Kepala sekolah/Instansi

Sudirman L, S. Pd
NBM: 0724 200701 1 010





Nomor : 15249/FKIP/A.4-II/XII/1445/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Ainun Naqia. D
Stambuk : 105351111817
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Jeneponto / 12-04-1999
Alamat : Btn. Graha Sejahterah Bloka A/7

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: INVESTIGATING THE IMPACT OF TECHNOLOGY-ENHANCED LANGUAGE LEARNING (TELL) ON SPEAKING PROFICIENCY (A Study at the Second Grade Students of UPT SMP Negeri 1 Batang)

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
05 Desember 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : **30912/S.01/PTSP/2023** Kepada Yth.
Lampiran : - Bupati Jeneponto
Perihal : **Izin penelitian**

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2931/05/C.4-VIII/XII/1445//2023 tanggal 30 November 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **AINUN NAQIA. D**
Nomor Pokok : 105351111817
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Sultan Alauddin No. 259 Makassar

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

" INVESTIGATING THE IMPACT OF TECHNOLOGY-ENHANCED LANGUAGE LEARNING (TELL) ON SPEAKING PROFICIENCY (A Study at the Second Grade Students of UPT SMP Negeri 1 Batang) "

Yang akan dilaksanakan dari : Tgl. **06 Desember 2023 s/d 12 Februari 2024**

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

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 06 Desember 2023

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN**



ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*



PEMERINTAH KABUPATEN JENEPONTO

DINAS PENANAMAN MODAL DAN PTSP

Jl. Ishak Iskandar, Kel. Empoang Kec. Binamu Kab. Jeneponto, 92311, dpmpmsp.jeneponto@g.aill.com
Dpmpmsp.jenepontokab.go.id

IZIN PENELITIAN

Nomor: 73.4/026/IP/DPMPMPTSP-JNP/I/2024

DASAR HUKUM :

1. Undang-Undang Republik Indonesia Nomor 18 tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan Teknologi;
2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
3. Rekomendasi Tim Teknis Izin Penelitian Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Jeneponto Nomor : 23/I/REK-IP/DPMPMPTSP/2024.

Dengan ini memberikan Izin Penelitian Kepada :

Nama : AINUN NAQIA. D
Nomor Pokok : 105351111817
Program Studi : PENDIDIKAN BAHASA INGGRIS
Lembaga : UNIVERSITAS MUHAMMADIYAH MAKASSAR
Pekerjaan Peneliti : MENGAJAR
Alamat Peneliti : RAPPO-RAPPO
Lokasi Penelitian : UPT SMP NEGERI 1 BATANG

Maksud dan Tujuan mengadakan penelitian dalam rangka MELAKUKAN PENELITIAN UNTUK S1 dengan Judul :

INVESTIGATING THE IMPACT OF TECHNOLOGY-ENHANCED LANGUAGE LEARNING (TELL) ON SPEAKING PROFICIENCY (A STUDY AT THE SECOND GRADE STUDENTS OF UPT SMP NEGERI 1 BATANG)

Lamanya Penelitian : 2023-12-06 s/d 2024-02-12

Dengan ketentuan sebagai berikut :

1. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
2. Penelitian tidak menyimpang dari maksud izin yang diberikan.
3. Menyerahkan 1 (satu) exemplar Foto Copy hasil penelitian kepada Badan Perencanaan Pembangunan Daerah (BAPPEDA) Kabupaten Jeneponto Cq. Bidang Penelitian & Pengembangan.
4. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Jeneponto
23/01/2024 10:51:22
KEPALA DINAS,



Balai
Sertifikasi
Elektronik

Dr. Hj. MERIYANI, SP. M. Si
Pangkat: Pembina Utama Muda
NIP : 19690202 199803 2 010

Tembusan :

1. Bupati Jeneponto di Jeneponto
2. Arsip

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)



**PEMERINTAH KABUPATEN JENEPONTO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 BATANG**

Alamat : Jln. Poros Jeneponto-Bantaeng Km. 10 Camba-Camba Kode Pos 92361



SURAT KETERANGAN SELESAI PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : **SUDIRMAN L, S. Pd**
NIP : 19750724 200701 1 010
Jabatan : Kepala Sekolah UPT SMP Negeri 1 Batang
Alamat : Arungkeke Pallantikang, Kec. Arungkeke, Kab. Jeneponto

Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : **AINUN NAQIA. D**
NIM : 105351111817
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Universitas : Universitas Muhammadiyah Makassar

Telah selesai melakukan penelitian di UPT SMP Negeri 1 Batang selama 5 (Lima) Minggu, Terhitung mulai 25 Januari 2024 sampai dengan 26 Pebruari 2024 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul "INVESTIGATING THE IMPACT OF TECHNOLOGY-ENHANCED LANGUAGE LEARNING (TELL) ON SPEAKING PROFICIENCY".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

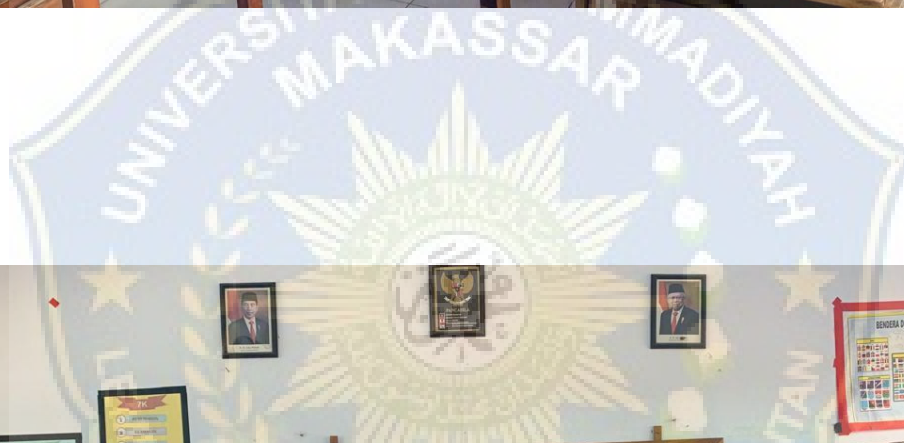
Batang, 26 Pebruari 2024

Opata, Kepala UPT SMP Negeri 1 Batang



SUDIRMAN L, S.Pd.
NIP. 19750724 200701 1 010





CURRICULUM VITAE



Ainun Naqia. D is the first child of Daharing and Kasmawati. Y, she was born on April 12 1999 in Jeneponto, South Sulawesi. She lives in Arungkeke Pallantikang village. She has two sisters. She started her education at SDN 26 Arungkeke in 2006 to 2012. Then she continued her education at SMP Negeri 1 Arungkeke in 2012- 2014 afterwards, she continued her study at SMA Negeri 1 Bantaeng in 2014-2017. In 2017 she was registered as a student of English Education Department of Teacher Training and Education faculty of Universitas Muhammadiyah Makassar. At the end of her study, she could finish her thesis with the title “Investigating The Impact Of Technology-Enhanced Language Learning (TELL) On Speaking Proficiency (A Study At The Second Grade Students Of UPT SMP Negeri 1 Batang)”

