CHAPTER I

INTRODUCTION

1.1. The Background of the Study

This time, students at Universities should be able to speak English. But most students get into trouble with it. This problem requires analysis about how they think in English, especially in speaking. They still can't speak English either for some reasons. First, when students talk to someone or friend who can speak English good enough, they are often interrupted because they do not understand. Second, The students confirmed that if they cannot respond with English because they did not know a few words in English or lack of vocabularies that's why they always said in bahasa. Then some of them also respond by billingual (combine English and Bahasa).

Communicative English is the language in which students study from their real-life interactions, which can help strengthen their learning value. Communicative English is a concept that is being studied by doing so. Students learn English by communicating with others. When they communicate in English regularly, they can learn the efficiency of their communication. When students are first learning how to enhance communicative English skills, do not expect to be talking elegantly. Communicating successfully requires effort and time as it demands one must be able to afford judgment in the language which helps them avoid grammatical mistakes despite making no attempts at communication with the other person. Research studies show that when people try to learn a language through study alone, it may prove difficult for learners as their

abilities in the language are limited compared to even novice by native speakers of English.

According to Mahmud (2017) who learned about "the communicative style of English students at Makassar State University. The findings are students who use various styles as strategies to communicate in class presentations. Their communicative style can be speech actions, discourse markers, language choices, address terms, and information. The contribution of this study is used as the reference to my research which discuss communicative English. The similarity is discuss about communicative English. The differences is the previous focus on communicative style while the researcher focus to communicative skill. The other difference is location of research, sample and method in conducting the research.

From the background above, the researcher decides do a direct observation from the students' point of view. Based on informal interviews with students in Nommensen University, they consider that speaking skills as a difficult skill to master and apply when talking with people in daily activities. Students are afraid to speak English for fear of wrongdoing, fear of ridicule and fear of criticism. they become feel unconfident to speak. Also in their mind, there is a fear that they think at the beginning. Finally make them choose to speak Bahasa rather than English. So, the researcher introduces to the students a communicative language activities interaction through interesting application for learning English and then giving them the opportunities to practice their speaking skill as much as possible without afraid being wrong. The name of the application is RealLife. This Application is fun, relevant and dynamic English conversations with native speaker from all countries and other experienced fluency coaches. By using

RealLife as the media of speaking activity, the students are helped to know how to talk communicatively with speakers worldwide. Learning English speaking can be done by online but most of the learners prefer this way. In addition RealLife requires the students opportunity to be active, readiness to speak freely, and relax because they can ask or answer questions based on their own words. So, days by days students' confidence and responsibility are trained, this will help them to speak with their friends in a class when joining English subject. It can be inferred that RealLife Application is a suitable media in learning the communicative English skill for students. That's why the researcher is interested to do a research about "The use of RealLife application in learning communicative English skill of independent student exchange in 6th semester English Department at Nommensen HKBP University Medan." Why the subjects of this research are PMM students? Because they have had the opportunity to communicate with many other PMM students who come from various islands in Indonesia, so their speaking interactions are extensive.

1.2. The Problems of the Study

According to the above explanation, the researcher formulates two questions as a result of this study:

1. Is there any significant effect of using RealLife application to increase students' speaking skill ?

2. How does RealLife application make the students can speak English communicatively ?

1.3.The Objectives of the Study

The objectives of this study will support previous backgrounds and problems, the objectives of the study are:

1. To find out the effectiveness of using RealLife application to increase students' speaking skill.

2. To know how RealLife application make the students can speak English communicatively.

1.4. The Scope of the Study

In fact in teaching learning process, there are four main skills that must be developed when the EFL students want to achieve English language such as speaking skill, reading skill writing skill and also listening skill. Also, there are so many media that can improves English skill through speaking such as OmeTV, Elsa Speaking, Vlog, English podcast and others. Due to feasibility of the research, it is almost impossible for the researcher to use all the media to improve all skill and apply it in this study. In improving student's speaking skill there are some parts that should be assessed. In speaking skill, the researcher focus on some parts from 6 elements of speaking, Harmer (1991) namely: vocabulary, fluency, comprehensibility.

1.5. The Significance of the Study

This study is expected to be useful theoretically and practically, to be described as follows:

a) Theoretically

Hopefully, the findings of this study may provide new information for readers to enrich their understanding and knowledge of using communicative English in communicating.

b)   Practically

This finding will be useful for:

1. Students

The findings of this study hopefully provide a new perspective about the skills of speaking English communicatively, so that they will be able to respond each other in English without interruption of the mind such as fear of wrong and then get ridiculed and eventually they can't reply someone with communicative English.

2. University

The results of this study should be useful for all universities as they work to promote and develop their students' knowledge of communicative English during communication activities, particularly during the teaching-learning process so that they have students who are involved in speaking at events or other kinds of social activities.

3. Researchers

The findings hope to be an additional reference to conduct further studies on communicative   English.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting this research, first researcher must explain all terms related to the research in order to so that all terms can be understood. The author needs several theories to explain the relationship between terms in this study by presenting several theories. This chapter presents some of the theories and terms that support this research. It is intended to provide and support some of the theoretical concepts contained in this study. The discussion will be presented in the following section. This research is based on relevant theories and concepts. theory and the concept of this research is explained as follows:

2.2. Definition of Communicative

Communicative refers to a language learner's capacity to communicate effectively with native speakers in a variety of contexts. The word communicative has a long history in everyday usage. A behavior that expresses enjoyment in conversing, interacting, and working with people is referred to as communicative. By developing a friendly social setting, a helpful circumstance, and an appealing surroundings, communicative characteristics can be produced. A communicative mindset is required in all circumstances to facilitate conversation with others, understanding things, and other things. The communication attitude that has been practiced thus far can teach someone how to express themselves in public, how to form   opinions,   and   how   to   make   choices.

Tarigan (2017) : Communicative is the ability to apply grammar in the form of correct sentences and to know when, where, and to whom they are recommended. With communicative ability, one can convey and interpret messages or negotiate meaningfully in specific ways. According to Zulhanan (2016) communicative is a method that makes new innovations and strategies in the field of learning where speaking skills will develop faster if directly practiced in active communication. Learning communicative, learners must remember not all about what they learned in class or textbook. They need to know how to communicate, think quickly and also need a lot of practice with people who speak the language.

Based on the experts' opinions above, the researcher concludes that communicative is a trait that is able to convey and receive the messages appropriately between speakers and listeners.

2.2.1. Principles of Communicative

Students must adhere to the principles and styles of learning arrangements in order to learn English for communication successfully. Using communicative technique, Morrow (198: 59–66) identified 5 principles: The aim of each lesson must first be made clear to the students. Writing hotel room bookings, reading and comprehending a set of instructions, and other tasks should be done in order to accomplish these aims. For the sake of the students, teachers should have a concise response. Second, educators must understand that verbal performances, words, and ideas all play a part in communication processes. Language management must occur within the context of the whole, not in isolated

components. Third, feedback, performance options, and information gaps are three crucial components of communication. Fourth, students need to practice doing things or learning things by doing them a lot. The fifth is that while students are engaging in communicative tasks, teachers shouldn't always point out small errors. He needs to be aware that one of the most crucial aspects of learning a foreign language is the ability to communicate while trying to express something that they are unsure how to say. According to Davies and Pearse (2016), teachers should promote English as a first-class language, make an effort to use engaging lessons and activities that at least slightly pique students' interests, and encourage students to communicate their ideas rather than try to control what they say and interrupt them to correct their grammatical errors.

In conclusion, the aim of learning must be communicated to each student's learning unit, and they must be given enough chances to practice communicating effectively in language. A crucial aspect of communication is the interaction between the speaker and the listener.

2.2.2. Communicative Competence

Competence is the capacity to carry out a task successfully or effectively. Students' capacity to use language in social situations is known as their communicative competence. Although communication competence entails the comprehension of language structure, sentence patterns, parts of speech, tense, phrases, and clauses. Having the ability to communicate or to refer to our linguistic knowledge, which enables us to construct sentences in a language, is what is meant by having communicative competence. It is possible for this

competency to be nonverbal, written, or both. It is an all-encompassing term that describes having both the knowledge of the language and the ability to utilize it effectively in everyday situations to meet communication demands. There are four basic language skills: listening, speaking, reading, and writing. Language is a medium of communication, according to several researchers. There are several assertions about expert communicative skills. Because communicative competence in a second language requires mastering grammar rules and knowing when, where, and with whom to use the language in a context that is suitable, communicative competence is crucial in the teaching of English (Aslam Sipra 2017).

We define communicative competence as the ability of the organization and its employees to effectively communicate in foreign languages and to present information in a way that is understandable to foreign clients. According to Hymes and Saleh (2017), communicative competence is a level of language learning that enables language users to communicate with others and understand their messages in particular settings. These linguistic skills are part of communicative competence:

a) Being able to employ language effectively for a variety of functions.

b) Understanding how to adjust language use depending on the situation and the audience (e.g., knowing when to use formal and informal language or when to use the right language to write as opposed to verbal communication).

c) The ability to create and comprehend a variety of texts (such as narrative, reports, interviews, and conversations);

d) The capacity to continue communicating despite language knowledge constraints (e.g., through different types of communication strategies).

In conclusion, the researcher defines communicative competence as having a working understanding of both verbal and nonverbal communication rules as well as the ability to apply those rules precisely and effectively to real-world situations in order to achieve communication objectives.

2.3. English Skills

People all throughout the world use English as a key international language and communication tool. The standard language for international communication is English. It is the most commonly spoken language in the world. With English speakers dispersed over five continents, we can clearly observe English's status as a global language. People all around the world, especially those who lean toward modernity, speak English in addition to those who are anglophones. Since most science publications are imported from abroad, English is an international language that is utilized to improve and develop knowledge in addition to being used to communicate between nations (H Kara, 2018). People from various nations speak in English at meetings at the international level, making English a universal language.

When we first start learning English, there are 4 English basic skills that we need to develop to learn a language. They are writing, reading, listening and

speaking. As a result, in order to get meaningful outcomes when learning a new language like English, we must utilize these four skills to the fullest.

1. English listening skill

Whatever language you learn requires a lot of listening. We can predict everything by listening, which also helps us talk more accurately. Listening attentively while paying attention to both the speech's substance and pronunciation is a good method to improve your listening skills.

2. English speaking skill

Due to their lack of experience, most people find it challenging to begin an English-language conversation. Because of this, it's crucial to regularly practice English in your daily life. While mistakes are inevitable during the learning process, don't be afraid to make them.

3. English reading skill

Despite the low literacy rate in Indonesia, reading is a skill that can help you learn a language more quickly since it trains your mind to understand sentences, phrases, and other idioms. You'll also gain a better understanding of syntax, tenses, and sentence structure by reading.

4. English writing skill

Most Indonesians find writing to be difficult. But anyone can adjust to it with a little effort and dedication. You will commit previously read vocabulary to memory through writing. Your grammar abilities will be put to the full test when writing, particularly for professional writing.

So from the fourth English skills above, for this study the writer chooses to use English speaking skill because it is very related to the title of his research which discuss about the using of an application called RealLife in practicing to speak and enhance Communicative English.

2.3.1. How to Practice Communicative English Skills

When practicing communicative English abilities with others, students should constantly aim to get better at their speech, accent, and sentence construction as well as anything they can learn from the person they're speaking to. For example, what kind of body language do they use? Do they utilize any slang language or expressions? In what manner are they asking questions? We can gain so much knowledge from others, and this is really what communicative English is all about—gaining relevant and worthwhile knowledge from others. Despite this, some individuals still hold the misconception that we need to travel to an English-speaking nation in order to improve our communicative English. But, this really isn't true. While it is true that speaking with a native English speaker can dramatically improve our communicative English, there are other ways we can practice. Below the writer have listed some of top tips for when it comes to adopting the communicative English in speaking;

1. Think Before You Speak

Consider what you're going to say before you speak as your first piece of advice for enhancing your communicative English. By planning your responses in advance, you reduce the possibility of having to awkwardly wait while forming a response to a question or considering how to move a discussion. Consider what

you might say in advance so that you are ready for whatever turn the conversation takes. This is part of the communicative ability.

2. Practice With Others

This is most likely one of the most important factors in honing your English communication abilities and incorporating the communicative inside your education. You must practice your English with people, whether they be natural speakers or fellow students. In addition to gaining practical English communication experience through practicing with others, doing so will help you advance your development of your innate language-learning skills. Even native speakers who are at the highest levels of proficiency are always improving.

3. Don't Just Learn Words, Learn Your Sentences Too

Although while learning your vocabulary is necessary, doing so alone won't help if you have conversations that employ more than one word. also practice your sentences! You can deal with numerous English communication scenarios by memorizing your sentences and practicing them. If you anticipate meeting new individuals, for instance, practice your statements that describe your background, your upbringing, and your interests. Of course, you can't always plan the flow of your talks, but you may be ready for a variety of themes by knowing your sentences and practicing.

4. Focus On Fluency

Practice your fluency as another way to improve your communicative English abilities. Strive to speak like a natural speaker! Although you might not

have gotten it perfectly the first time, with more practice, your English communication should improve. You may put your fluency on the fast track to flawless English communication by practicing it.

5. Don't Rush When You Speak

You may become a quick-light speaker regarding your mother tongue. But expecting to communicate as fast with a foreign language is unrealistic. Slow down and think. More importantly, don't rush the sentence, because the last thing you want is a badly formed sentence. If you spend less time rushing your sentences, it will give you more breathing space to think about what you are going to say. By taking your time to talk you will make sure that what you say is true and reasonable.

6. Keep Asking Follow Up Questions

If you run out of follow-up inquiries, you'll be forced to awkwardly wonder what to say next. Consider asking something like, what are your views on that topic or can you tell me more about it? That seems fascinating," as examples of other open-ended questions that can start further debate. You must pay attention to what the other person is saying in order to communicate effectively in English, then formulate an open-ended question to advance the conversation.

From several of the tips above, the researcher wish that one of them can help the learners practicing their communicative English in speaking.

2.4. Independent Student Exchange

Independent Student Exchange or in bahasa Pertukaran Mahasiswa Merdeka is a continuation of the Permata Sakti program which is an intercollegiate

exchange program throughout Indonesia under the authority of the Directorate of Learning and Student Directorate General of Higher Education of the Ministry of Education and Culture. The Nusantara Student Exchange Program's Credit Transfer System using Information Technology, which began in 2019 and currently enrolls 200 students from around the archipelago, is expanded by Permata Sakti. The program was expanded to include 20,000 students in 2020 and given the name Independent Student Exchange Program with the same objective. Each student has the chance to take cross-sectional courses through the Independent Student Exchange Program, allowing them to more thoroughly explore their potential. When participants interact with students from various cultural and geographic backgrounds, they each receive valuable experience. Participants are already accustomed with online culture, but engaging with students from different backgrounds online will offer many new advantages and experiences (Sudaryanto et al., 2020).

Since June 2021, students from all throughout Indonesia can participate in the Independent Student Exchange program. Applicants can submit their applications through the Ministry of Education and Culture of Merdeka Campus's official website for the student exchange program. By obtaining the selection data from recipient colleges, students can choose recipient universities by choosing courses offered by partner universities or submit colleges. For students to be eligible to participate in the exchange program, they must meet the following requirements: (1) be enrolled as non-formal or undergraduate students who are active in the odd semesters of 3, 5, and 7; (2) have a minimum GPA of 3 or have non-academic achievement experience that can be verified by legal documents;

15

(3) have the capacity and opportunity to develop reasoning, insight, and integrity, as well as creativity and innovation; (5) willing to comply with all written provisions of student self-program operational standards; and (6) to obtain graduation recommendations from students. Bharuddin University has a bachelor's degree in native higher education and a parent/guardian license (Baharuddin, 2021).

Students study as usual while participating in the exchange at the host university, but they can meet classmates or acquaintances who are from diverse cultural backgrounds. In addition, students will participate in Nusantara Module activities which are divided into 3 activities, namely Inspiration, Reflection activities, and Social Contribution activities (Puspitasari & Nugroho, 2021. Furthermore, they will receive up to 20 credits from partner universities that can be converted to their own institutions. In line with the slogan of an independent exchange program is a temporary exchange, meaning forever and simultaneously with the end of the program. So that the slogan provides the best meaning and benefits that participants can get by participating in this program. From an academic perspective, participants are expected to gain a lot of new insights and knowledge, especially as cross-graduate students.

2.5. RealLife Application

RealLife application is an app that helps the users to improve listening and speaking skills. This app was made by RealLife English itself and was founded in 2012, it's like an organization's. But the application released on May 14 2021 which is still a brand new app. So this app is mainly for people to increase listening skill and practice speaking skill with people worldwide. The user can

experience to talk with strangers with or without video. This app is available in a form of podcast and the users can listen more than 170 podcasts. This app also has youtube channel and there are many authentic videos and materials that they had taken from the clip of movie and then they break down language like idioms, slang words, phrasal verbs, pronunciations and also cultural contexts. This app can fasilitate the users to speak English in real world. So basically this app helps them to develop their confidence and fluency in speaking English and furthermore they have so many podcasts to listen with full transcript vocabulary which really is going to help the users to deepen their learning with it. Actually when the users want to have experience conversation with people around the world that learning English too through this app, they have a time limit with their speaking partner and the duration is 4 minutes.

In conclusion the reason why the writer chooses RealLife application as the media to enhance communicative skill because there are some differences with the other English application which makes this app much better. Here's below the displays of the application;

2.5.1. The Advantages and Disadvantages of RealLife Application

When employed in teaching and learning activities, each type of media must have advantages and disadvantages. The RealLife application comes with the following advantages and disadvantages:

The Advantages of RealLife Application:

1. RealLife application is available and accessible anywhere and anytime with a good internet connection. Make students more excited to practice speaking that can be done anywhere.

2. RealLife application can provide students with motivation and enthusiasm in trying to use it because they meet and communicate with people who learn communicative English too so that they can get rid of their self-doubt from confidence to talk communicatively and improve it for long time.

The Disadvantages of RealLife Application:

1. RealLife application can only be used online, therefore when the users have a bad network, they cannot use this app.

2.6. Previous Research

The writer took the review of relate literature from other graduating paper as the principles and the comparison with this research. The first one is taken from Restuaji (2015) whose title is "a communicative English course based on credit-based modular approach in enhancing students' English communicative competence of SMA St. Fransiskus 1 Jakarta". The advantages from this research is to help the writer recognizes that the primary purpose of designing a communicative language course is the communicative competence of students. In
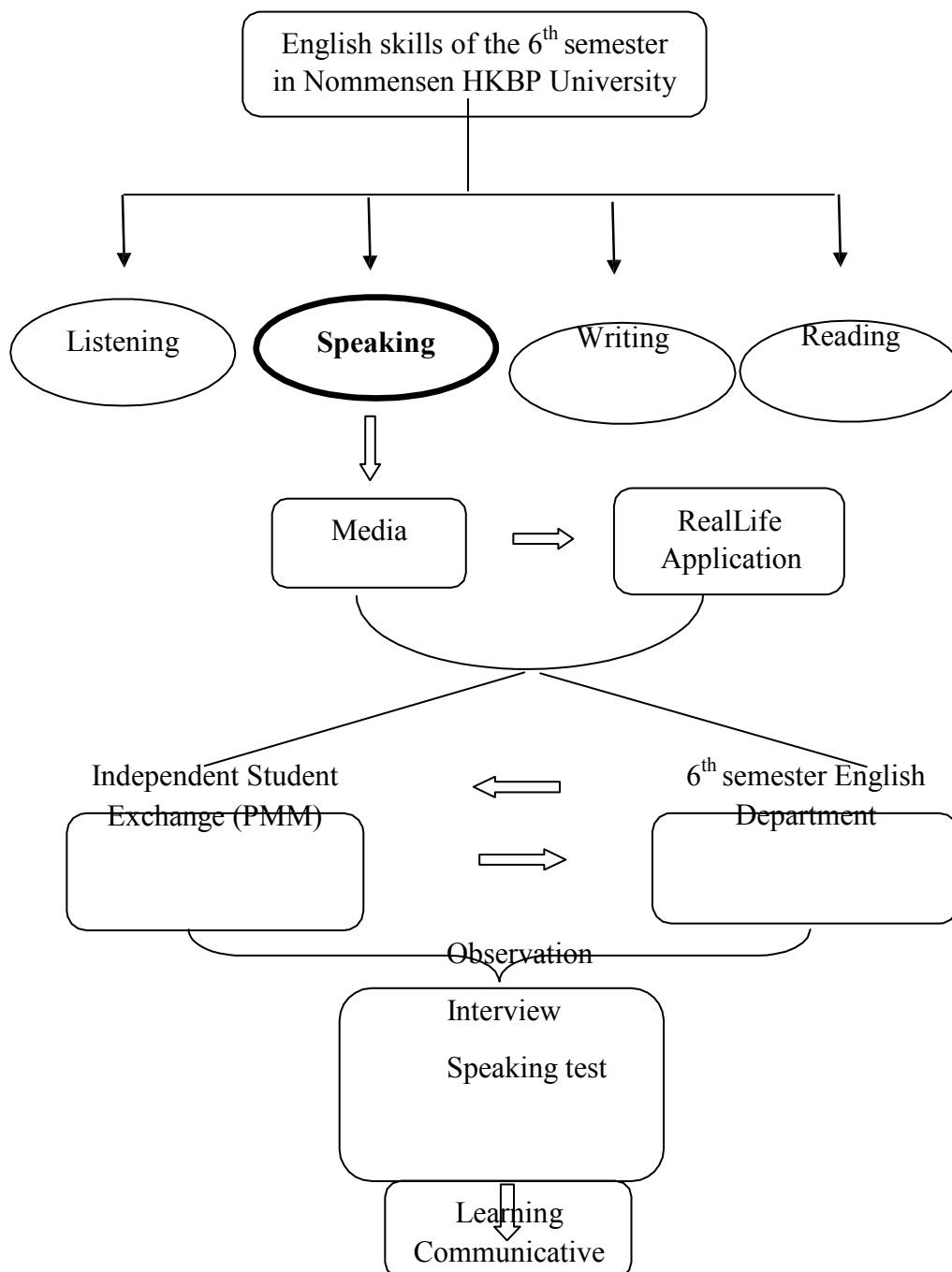
developing the communicative competencies of students of St Fransiskus 1 Jakarta, students need not only to engage in activities that improve their knowledge of the target language, but also their skills to utilize their language, self-concept, values, traits, motivations in supporting their determination, while they are able to use them. He faced every obstacle in the middle of the learning process. In addition, combining a credit-based modular approach with communicative language teaching will give students space and freedom to choose what they consider to be their needs, so that the learning process will support them as good communicators. His research findings are known that students of St Fransiskus High School 1 Jakarta did not meet the expected expectations by taking English courses. Some problems such as lack of courage and confidence, laziness and a broken family background have to some extent prevented students from fulfilling their expectations. The course design based on communicative language teaching, which emphasizes how the target language can work in real life, and the introduction of a Credit-based modular approach, which provides more room for student-centered course materials, are considered to support course participants to meet their expectations. The contribution of this study is used as the reference to my research which discuss communicative English. The similarity is discuss about enhancing communicative English skill. The differences are the method in conducting the research, the previous use credit-based modular approach while the researcher use reallife application, population, sample and location of research.

The second is from Mahmud (2017) who learned about "the communicative style of English students at Makassar State University. The

findings are students who use various styles as strategies to communicate in class presentations. Their communicative style can be speech actions, discourse markers, language choices, address terms, and information. The classification of regional terms derived from Bugis-Makassar languages such as pronouns and softers-mi and ji. This study has contributed significantly to the English teaching process at Negiy University from Makassar and other universities in Indonesia, especially, where English is studied as a foreign language.The various expressions they produce can be effective strategies for communicating in the class, which can also bring benefits to the ELT process. Teachers who teach in the class must be aware of different communicative styles to help students in using the right communication strategies. Therefore, this study needs to be further investigated, especially in terms of the influence of communicative styles on students' achievements in the learning process. In addition, studies in interaction classes need to be intensively explored, for example, differences in using communication strategies between genders or between age groups and other variables. Other potential communication strategies can be found and therefore effective class interactions can be obtained further. In short, the researcher found that communication skills help students develop their English skills effectively. The contribution of this study is used as the reference to my research which discuss communicative English. The similarity is discuss about communicative English. The differences is the previous focus on communicative style while the researcher focus to communicative skill. The other difference is location of research, sample and method in conducting the research.

2.7. Conceptual Framework

"The Use of RealLife Application in Learning Communicative English Skill of Independent Student Exchange in 6th semester English Department at Nommensen HKBP University Medan."

English skills of the 6th semester in Nommensen HKBP University

- Listening
- **Speaking**
- Writing
- Reading

Media ⟹ RealLife Application

Independent Student Exchange (PMM)

6th semester English Department

Observation

Interview

Speaking test

Learning Communicative

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The research design in this study will be classroom action research (CAR). This classroom action research focuses to improve the communicative English skill of 6th semester students of English department at Nommensen HKBP University Medan through the use of RealLife application.

3.2. Population and Sample of Research

3.2.1. Population

According to Sugiono in Ida (2019:27) population is a geographic generalization with the following characteristics, the object/subject has quality and certain characteristics that are set by the researcher to learn and then make the conclusion. The population of this research is 6th semester students of English department at Nommensen HKBP University Medan in academic year 2022/2023. It consists of 20 students.

3.2.2. Sample

Sampling is a method of taking samples. Sampling was established to select some of the individual processes in research as a voluntary. The goal of sampling is to use some individuals to gather information about the population. The sample of research is 20 students who followed the independent student exchange outbond program batch-II in 2022.

3.3. Instrument of Collecting Data

The instrument of collecting data Quantitative and Qualitative data will be used to receive data. The speaking test scores as tools are used to collect quantitative data. Speaking test here was kind of test that they answered orally and the researcher made 3 tests, they were Pre – observation test, Pre – test and Post – test. They were used to measure students' speaking from beginning.

Qualitative data is conducted to determine a scenario that arises throughout the educational process. In collecting qualitative data, the writer uses:

1. Observation sheets are used to observe every situation that arises during the teaching and learning process, including teachers, students, and the consequences of those actions. Student participation or activity in the learning process is assessed by observation.

2. Interview

    The interview here used to get the information by making question and answer session in order to get the specific information. The data expected to catch was how the process of the research and the respond of the sample based on the point of view the objectsof study nor based on the researcher.

3.4. Procedure of Collecting Data

The research procedure in this study consists of four essential steps: planning, action, observation, and reflection. In this classroom action research, the researcher conducted one cycle through the using of RealLife application

which are consist of four stages, they were: planning, action, observation and reflection.

1. Cycle I

a. Planning

This phase was an arrangement for doing something. In planning was considering everything that was related to the action that did about the preparation of equipment needed in teaching – leaning process. The activities consist of:

a) Preparing the lesson plan in cycle 1

b) Preparing the teaching material

c) Preparing the instrument for collecting data such as observation sheet and diary note.

b. Action

Action was the process in doing something. It is the implementation of planning. The researcher was explained the speaking strategy and introduced them about speaking application namely RealLife English.

c. Observation

Observations carried out by researchers aim to examine:

1. The students' activity in speaking

2. The students' responses during the teaching and learning process

3. The students' speaking skill improvement

d. Reflection

Reflection is the evaluation or the feedback process from the action. It used to help the teacher to make decision. Reflection had evaluation aspects to evaluate the effect of spacious issue and suggest the way to handle it. If the result of the

study didn't reach that is determined. When the score needed can't be achieved, further cycle would be applied.

2. Cycle II

The researcher chosen to conduct the second cycle of the learning process based on the results from the prior cycle. Depending on the outcome of the first cycle, the following cycle applied:

a. Planning

This phase was an arrangement for doing something. In planning was considering everything that was related to the action that did about the preparation of equipment needed in teaching – leaning process. The activities consist of:

a) Preparing the lesson plan in cycle II

b) Preparing the teaching material

c) Preparing the instrument for collecting data such as observation sheet and diary note.

b. Action

The researcher put the revised lesson plan into practice during this stage. After the students learn through RealLife English in a longer period of time, the researcher instructed the students to speak English based on the topic given with their friends in class.

c. Observation

The researcher saw how engaged and successful the students were during this stage. Now the researcher checked to see if students comprehend more and compare their performance between cycle I and cycle II.

d. Reflection

Reflection is the evaluation or the feedback process from the action. It used to help the teacher to make decision. Reflection had evaluation aspects to evaluate the effect of spacious issue and suggest the way to handle it. If the result of the study didn't reach that is determined. When the score needed can't be achieved, further cycle would be applied.

3.5. Technique of Collecting Data

There were three techniques which used by the researcher in collecting the data, they are: interview, observation and speaking test.

1. Interview

The interview was done to know more about the students' speaking skill before treatment. Therefore, the interview would simply be used to assess the situation.

2. Observation

To obtain the required information, observations are made by the researcher. To gathering data, the researcher watching classroom circumstances and conditions during the teaching and learning process. The researcher observed class activities as they occurred and took notes as they were being taught and learned. The researcher gathered information through made observations and records anything that can be captured through researcher's feelings. In this activity, the researcher looked at how the students behave in class, the teaching and learning process, and student attitudes.

3. Speaking test

The speaking test that used in this study were pre-observation test, pre-test and post-test. The pre-observation test was done before using speaking application namely RealLife English. It is to measure students' speaking at first. Meanwhile, the pre-test and post-test were implemented after using RealLife.

3.6. Technique of Analyzing Data

The Qualitative data analyzed from diary notes and observation during the research. Meanwhile, quantitative data analyzed in scoring the students' speaking test orally. Through quantitative data the researcher would knew whether there is improvement or not on the students' speaking ability through the implementation of speaking communicative between the student and researcher. This necessary showed this part of this necessary part because the readers need to know the data in real. Showing the data used to give the reader to make consideration of the correction for data formulation. To find the mean score in each cycle, the following formula:

$$\overline{} \quad \underline{\Sigma}$$

Where:

$\overline{}$ = class of mean score

Σ = total score

= total number of students

The percentages of students who get success and unsuccessful in speaking test for each cycle apply the following formula:

27

—

Where:

P = Percentage of pupils that received a score of 72 or above

R = Number of students who received a score 72

T = total number of students

3.7. Scoring System

In scoring the data of this research, oral test will be given to the students in order to evaluate the students' speaking competence. Some criterions should be given considered the need to be scored. According to Harmer (1991) Some elements of speaking test were categorized into six skills. those are vocabulary, pronunciation, grammar, fluency, comprehensibility, and self-confidence. But the researcher made limitation and focus on 3 parts as in scope of study mentioned. And these are the rubrics of speaking skill.

Table 3.5 Rubric Assessment in Speaking

1. Vocabulary

No	Types of vocabulary	Range	Score
1	Unsatisfactory Very limited vocabulary; making comprehension quitedifficult	10	
2	Fair Frequently using wrong word speech limited to simplevocabulary	15	
3	Good Sometimes using inappropriate terms about languagebecause of inadequate vocabulary	20	
4	Very good Rarely having trouble.	25	

2. Fluency

No	Types of fluency	Range	Score
1	Unsatisfactory Speed of speech and length of utterances are so far belownormal, long pauses, utterances left unfinished.	20	
2	Fair Doing definite stumbling but managing to rephrase andcontinuing	30	
3	Good Speech is generally natural	40	
4	Very good Being understandable	50	

3. Comprehensibility

No	Types of comprehensibility	Range	Score
1	Unsatisfactory Difficult to catch the words	10	
2	Fair Able to catch a few simple words	15	
3	Good Able to catch simple words	20	
4	Very good Able to catch the words well.	25	