## TABLE OF CONTENTS

COVI	ER	i
ADVI	SOR'S APPROVAL SHEET	ii
BOAF	RD OF THESIS EXAMINERS' APPROVAL SHEET	iii
DECL	ARATION OF THE AUTHORSHIP	iv
LETT	ER OF PUBLICATION AGREEMENT	v
MOT	го	vi
DEDI	CATION SHEET	vii
ABST	RACT	viii
ACKN	NOWLEDGEMENT	X
TABL	E OF CONTENTS	xi
LIST	OF TABLES	xiv
LIST	OF APPENDICES	xv
LIST	OF FIGURE	xvii
CHAI	TER I: INTRODUCTION	1
A.	Background of the Study	1
B.	Formulation of the Research Problem	7
C.	Purpose of the Study	7
D.	Significance of the Study	7
E.	Definition of Key Terms	8
F.	Organization of the Study	9
СНАН	PTER II: LITERATURE REVIEW	10
A.	Speaking	10
	Definition of Speaking	10
	2. Component of Speaking	12
	3. Function of Speaking	13
	4. Purpose of Speaking	16
	5. Problem in Speaking	17
	6. Psychological Factors	18
	7. Characteristics of Successful	
	Speaking Activities	19

B.	Learning Speaking 21				
C.	EL	SA Speak Application	21		
	1.	Definition of ELSA Speak Application	21		
	2.	Advantages of ELSA Speak Application	23		
	3.	Learning Steps Using ELSA Speak			
		Application	25		
	4.	Features in ELSA Speak Application	26		
D.	Pre	evious Study	28		
CHAI	РТЕ	R III: RESEARCH METHOD	31		
A.	Re	search Design	31		
B.	Se	tting and Subject of the Study	34		
C.	Pro	ocedure of the Study	34		
	1.	Preliminary Observation (Reconnaisance)	34		
	2.	Planning	36		
	3.	Implementing	40		
	4.	Observing	43		
	5.	Reflecting	46		
CHAI	PTE	R IV: RESEARCH FINDINGS			
AND :	DIS	CUSSION	48		
A.	Re	search Findings	_48		
	1.	Cycle 1	51		
		a. Planning	51		
		b. Implementing	53		
		c. Observing	57		
		d. Reflecting	59		
	2.	Cycle 2	60		
		a. Revised Planning	60		
		b. Implementing	62		
		c. Observing	67		
		d. Reflecting	69		

3. The Result of Interviwed in Cycle 1	69
4. The Result of Questionnaire in Cycle 2	70
B. Discussions	75
CHAPTER V: CONCLUSION AND SUGGESTION	80
A. Conclusion	80
B. Suggestion	82
REFERENCES	84
APPENDICES	88

### LIST OF TABLES

# Table 3.1 Schedule of Implementing

the Classroom Action Research	42
Table 3.2 Classification of Self-Confidence Score	45
Table 3.3 Classification of Fear of Making Mistake Score	45
Table 4.1 Identification of Students' Problem	49
Table 4.2 Students' Speaking Scores in Pre-Test	50
Table 4.3 Students' Speaking Score in Post-Test Cycle 1	58
Table 4.4 The Differences Strategy	
between Cycle 1 and Cycle 2	61
Table 4.5 Students' Speaking Score in Post-Test Cycle 2	68
Table 4.6 Result of Students' Confidence Level Questionnaire	71
Table 4.7 Result of Students' Score of Fear of Making Mistake	73

# LIST OF APPENDICES

Appendix	1:	Lesson	Plan	of	Cycle	1	and	2
----------	----	--------	------	----	-------	---	-----	---

(Meeting 1, 2, and 3)	89
Appendix 2: The English Teachers' Interview Guideline	127
Appendix 3: The Result of English Teachers' Interview	128
Appendix 4: The Students' Interview Guideline	130
Appendix 5: The Result of Students' Interview	131
Appendix 6: Self-Confidence Questionnaire	135
Appendix 7: Fear of Making Mistakes Questionnaire	137
Appendix 8: Observation Sheet of Cycle 1 Meeting 1	138
Appendix 9: Observation Sheet of Cycle 1 Meeting 2	139
Appendix 10: Observation Sheet of Cycle 1 Meeting 3	141
Appendix 11: Observation Sheet of Cycle 2 Meeting 1	143
Appendix 12: Observation Sheet of Cycle 2 Meeting 2	144
Appendix 13: Observation Sheet of Cycle 2 Meeting 3	<u>1</u> 45
Appendix 14: Material for Students' Pre-Test	147
Appendix 15: Pictures for Students' Post-Test Cycle 1	148
Appendix 16: Rubric Scoring for Speaking	149
Appendix 17: Students' Attendance List	151
Appendix 18: Research Permit Letter	152
Appendix 19: Thesis Writing Guidance Consultation Form	153
Appendix 20: Thesis Guidance Completion Report	155
Appendix 21: Pictures of Teaching and Learning Activities	156

A	Appendix 22: Curriculum	Vitae	157

### LIST OF FIGURE

Figure 3.1 The Classroom Action Research Model	
adapted from Kemmis and McTaggart	33